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ABSTRACT

To provide more equitable special education services for blind, deaf, physically handicapped, and autistic children in all parts of Oregon, a funding formula was developed at the direction of the 1981 state legislative assembly. The formula is based on development of a state approved funding level by handicap and by instructional delivery system or student placement. Details of the formula include a standard unit for each instructional placement with an average student/teacher ratio established, based on professional judgments of best practice and checked against actual figures. Among the aspects of funding considered was a revision of the County School Fund billing to allow the local district to be billed directly and funds be provided to regional programs rather than sent to the State General Fund. Discussed are: funding for regional programs for handicapped children; funding formulas in other states and previous funding studies in Oregon; descriptions of the student placement model, standard units, and computer simulations; and instructional placement options. The document contains approximately 30 statistical tables and analyses, including special tables of data on programs for autistic children.

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FUNDING FOR REGIONAL PROGRAMS FOR HANDICAPPED STUDENTS

A Report Prepared
At The Direction Of The
1981 Legislative Assembly

Oregon Educational Coordinating Commission
225 Winter Street NE, Salem

March 1982

Revisions April and May 1982

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FUNDING FOR REGIONAL PROGRAMS
FOR HANDICAPPED STUDENTS

Executive Summary

Problem. Existing regional programs for providing education to blind, deaf, physically handicapped, and autistic children have been established incrementally since 1951 in response to service demands. Lack of statewide planning has resulted in children in some parts of the State receiving services that are fully funded by State and federal dollars. Children in other parts may be in programs funded only with federal dollars. In more than half the counties, children with the same handicaps are not in regional programs and receive whatever services local districts can provide.

Currently, the Legislative appropriations for regional programs are made on the basis of budget submissions through the Department of Education by the local school or education service district providing the program. This approach has been hampered by the absence of consistent guidelines for determining adequate levels of support and funding of workload increases. Local variations in personnel salary levels and student/teacher ratios have contributed to continuing the historical differences of long-established programs provided higher per student amounts than more recently established programs.

Proposal. The proposed formula is based on development of a State-approved funding level by handicap and by instructional delivery system or student placement (i.e., itinerant services, resource room, self-contained class, home instruction). A standard unit for each instructional placement with an average student/teacher ratio is established based on professional judgments of best practice and checked against actual figures. Appropriate resources and prices for that standard unit are established, including teacher and aide salaries, benefits, travel, supplies/materials, and equipment. For simplicity, this unit cost per instructional program is translated to a per student amount. Similarly, averages for each allowable related service (i.e., audiology, braille transcription, physical therapy) are set, and amounts for administration and support services are determined. These amounts would be adjusted annually for inflation. Workload increases would be recognized by multiplying the instruction and related services per pupil amounts by the number of students.

The State would fund the State-approved levels with State and federal dollars. Funding above the State-approved level or for services in addition to the State-defined services would be a local responsibility. A corollary consideration, to make the local contribution more visible, would be that the existing County School Fund billing be revised so that the local district is billed directly and the funds are provided to the regional programs rather than going into the State General Fund.

Rationale. The base of State-approved funding levels will provide greater equity in support for services to children with similar handicapping conditions regardless of geographic location. The proposed formula will define the relative shares of State and local financial responsiblity for costs and the equitable allocation of future costs. Definition of State payments by instructional placement and related services provided will clarify the State's commitment and establish limits on the State funding liability.

FUNDING FOR REGIONAL PROGRAMS
FOR HANDICAPPED STUDENTS

I. Introduction

The 1981 Legislative Assembly, faced with inequities in funding of educational services for Oregon students with low incidence handicaps, directed the Oregon Educational Coordinating Commission and the Department of Education jointly to devise a distribution formula.

The objectives or criteria to be met by the funding formula and related administrative procedures were listed in the appropriations bill (HB 5026):

(a) Assume equity of State financial support for children with comparable special education needs;

(b) Define the relative shares of local and State financial responsibility for costs of special education, including available federal funds, and the equitable allocation of future costs;

(c) Provide effective local participation in budgetary decisions regarding regional services;

(d) Maintain program quality, including but not limited to services provided by education service districts or other local service providers;

(e) Discourage over-classification of children either by handicap or service requirements; and

(f) Encourage local placement where appropriate.

In a companion report to this one, a 17-member task force appointed by the Department of Education has addressed issues of administrative structure and eligibility for services in regional programs. A funding subcommittee of that task force worked with the Coordinating Commission staff and consultant in development of the basis for the funding proposals. Coordination also has been facilitated by a Coordinating Commission staff member serving on the task force.

As with the task force report, this funding report focuses on four low incidence handicaps--visually impaired, hearing impaired, orthopedically impaired (physically handicapped), and autism. Due to limitations in data collection and time in conducting computer simulations for autistic, illustrations on how the proposed formula would work are based on programs for visually, hearing, and orthopedically impaired (autistic data are in the appendix).

Next steps in funding of special education would be to collect data and develop proposals for adapting the concepts of the formula to either or both the Handicapped Child Fund and low incidence handicaps such as severely emotionally disturbed (Children's Services Division Christie List) and trainable mentally retarded (Mental Health Division programs).

II. Existing Regional Programs and Funding

The first regional program--for the blind in Portland--was established in 1951 and viewed as a cost-effective alternative to the residential School for the Blind which allowed parents to keep their children at home. Since then, regional programs for blind, deaf, physically handicapped, and autistic children have been established in response to service demands.

Lack of statewide planning has resulted in similarly handicapped children in some parts of the State receiving services that are fully funded by State and federal dollars. Children in other parts may be in programs funded only with federal dollars. In more than half the counties, children with the same handicaps are not in regional programs and receive whatever services local districts can provide.

Table 1 lists the six regional programs for blind, six for deaf, two for physically handicapped, and three for autistic. A map (Figure 1) shows the boundaries of regional programs for blind and deaf. A 19-county area stretching from the Coast to the most eastern part of the State was provided minimal State funds of $94,464 for 1981-82 for blind and deaf. A $785,000 amount was reserved in the Emergency Fund for release for 1982-83. This area has been named Mid-Oregon Regional Program. Physically handicapped outside of the Portland and Lane County areas do not receive regional services.

The funding source column displays the mix of State and federal funds, with the newer programs (Southern Oregon blind, Eastern Oregon deaf, and autistic) not receiving State General Fund. Title I, 89-313 funds, are federal funds for State-supported or State-operated programs for severely handicapped children. P.L. 94-142 funds are from the State's 25 percent share of the Handicapped Act, with the other 75 percent flowing to local district special education programs.

Currently, the Legislative appropriations for regional programs are made on the basis of budget submissions through the Department of Education by the school or education service district providing the program. In 1981-83, a total of $9.3 million General Fund and $4.1 million federal funds went to these programs. Table 2 shows the State and federal funds appropriated over the past two biennia, with 1981-83 broken down by year. (This excludes the Mid-Oregon funding of $94,464 and the $785,000 Emergency Board reserve.)

Table 1

DEPARTMENT OF EDUCATION

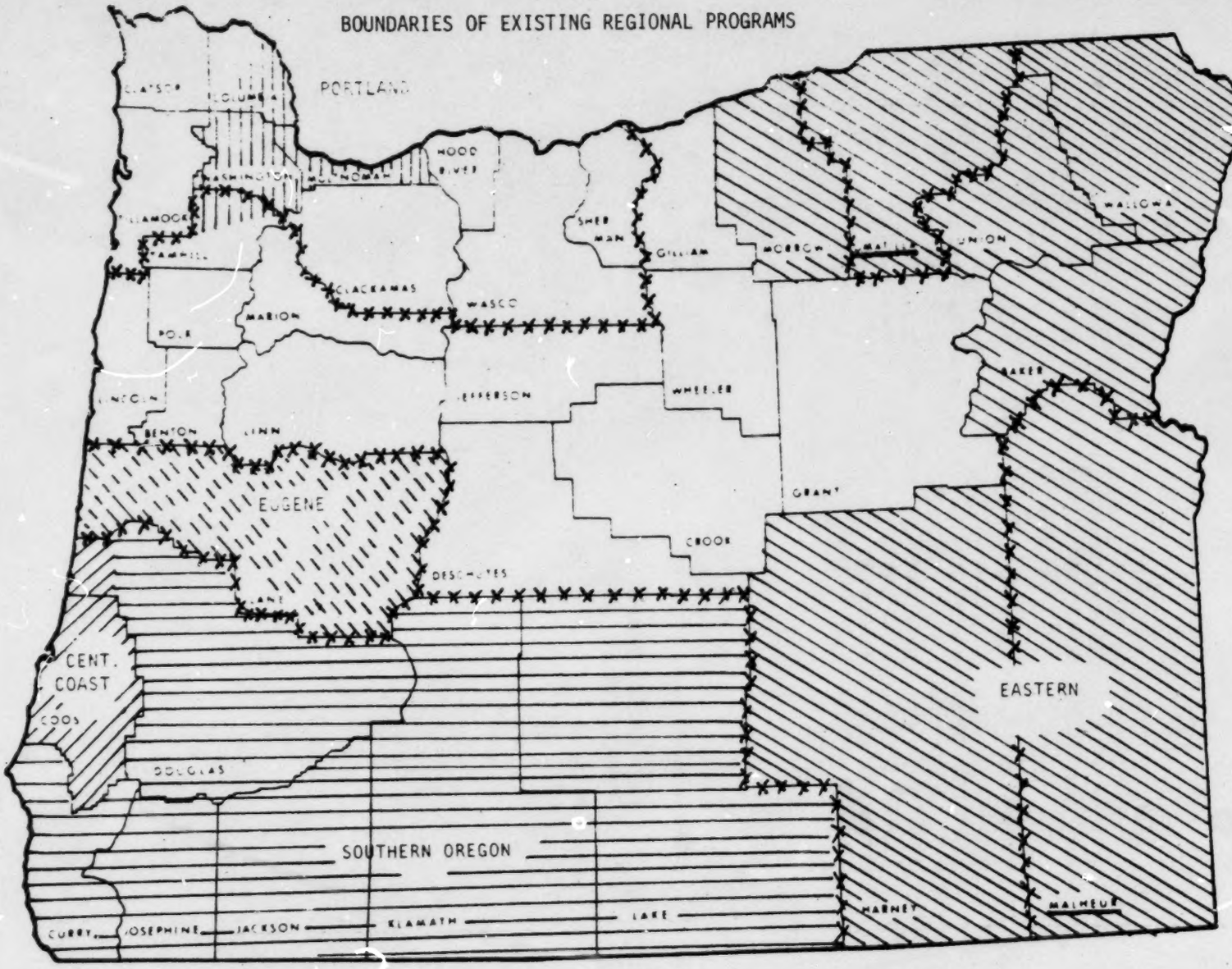
CURRENT FUNDING STRUCTURE

1979-81

	FUNDING SOURCE
District Special Education Programs	General Funds at 30% of Approved Costs 75% Flow Thru of PL 94-142 Funds
Regional Programs	
Portland Blind Eugene Blind	General Funds Title I, 89-313 & PL 94-142
Baker ESD Coos ESD	Title I, 89-313 PL 94-142
Jackson ESD	Title I, 89-313 & 94-142 Title VI-C Deaf Blind
Portland Deaf Eugene Deaf Southern Oregon	General Funds Title I, 89-313 PL 94-142
Malheur ESD	Title I, 89-313 & PL 94-142
Marion ESD Umatilla ESD	PL 94-142
Portland Physically Handicapped Lane County Physically Handicapped	General Funds Title I, 89-313 & PL 94-142
Hospital Programs	
Oregon State Dammasch Eastern Oregon Easter Seal School	General Funds Title I, 89-313 PL 94-142
Univ. of Ore. Medical School Shriners	General Funds PL 94-142
Emanuel Good Samaritan Providence	Title I, 89-313 PL 94-142
Special Programs	
Portland Autistic Roseburg Autistic	Title I, 89-313 PL 94-142
Clackamas Autistic	PL 94-142
Evaluation Centers	
Oregon College of Education	General Funds & PL 94-142
Child Development and Rehabilitation Center	PL 94-142
Monitoring	
Handicapped Census Childfind Teacher Inservice Training Preschool Incentive Program	PL 94-142
OSSB	General Funds Title I, 89-313
OSSD	Other Funds

FIGURE 1

BOUNDARIES OF EXISTING REGIONAL PROGRAMS



Visually Impaired = Cross hatches
Hearing Impaired = ××××

Physically Handicapped = Portland and Lane only
Autistic = Portland, Clackamas, and Roseburg only

Source: Department of Education report to the Legislative Assembly, April 1981.

Table 2

REGIONAL PROGRAM FUNDING
1979-83

Blind	1979-81 Est. Expenditures	1981-82 Approp.	1982-83 Approp.	Total 1981-83 Approp.
General Fund	$1,137,147	$ 634,140	$ 686,986	$1,321,126
Federal Fund	1,374,572	697,860	645,728	1,343,588
Total All Funds	$2,511,719	$1,332,000	$1,332,714	$2,664,714
Deaf				
General Fund	$5,165,842	$2,880,776	$3,120,840	$6,001,616
Federal Fund	1,324,070	931,001	861,454	1,792,455
Total All Funds	$6,489,912	$3,811,777	$3,982,294	$7,794,071
Physically Handicapped				
General Fund	$1,740,245	$ 970,464	$1,051,335	$2,021,799
Federal Fund	399,712	216,991	200,782	417,773
Total All Funds	$2,139,957	$1,187,455	$1,252,117	$2,439,572
Autistic				
General Fund	-0-	-0-	-0-	-0-
Federal Fund	$ 533,431	$ 270,955	$ 297,009	$ 567,964
Total All Funds	$ 533,431	$ 270,955	$ 297,009	$ 567,964

Source: 1981 Legislative Budget Report, HB 5026, Department of Education, Grants-in-Aid
OECC 2/9/82

This funding approach has been hampered by the absence of consistent guidelines for determining adequate levels of support and funding of workload increases. Local variations in personnel salary levels and student/teacher ratios have contributed to continuing the historical differences of long-established programs provided higher per student amounts than more recently established programs.

Local Funds. For students in regional programs, their home districts are billed through the County School Fund (ORS 343.307). Counties forward an amount for each such child equivalent to the county-wide average per pupil expenditure for regular students. These contributions go into the State General Fund. The regional programs do not see these funds, except as part of the General Fund appropriation the Legislature makes. In addition, local districts and education service districts that operate regional programs may pick up some part of the costs, particularly transportation, from local funds.

A major problem identified with the current County School Fund billing is that the local contributions are not visible to the local home district nor to State policymakers. A potential problem is that some County School Funds are near the depletion level. In addition to students in the regional programs, the billing is used for children in other State-operated programs.

Faced with these funding inequities and demands for equity in services and funding by the 19-county Mid-Oregon Region, the Legislature directed a new funding formula be devised.

III. Overview of Funding Formulas in Other States and Previous Studies in Oregon

Six types of funding formulas for special education in common use are identified by William T. Hartman in Policy Effects of Special Education Funding Formulas, 1980, Stanford University. Many state special education funding systems have modified a given formula, corbined various portions of different formulas, and even utilized different formulas for different programs within a single state. These six types of funding formulas can be grouped according to the main factor used for allocation of funds--resources, children served, or cost.

1. Resource Based Formulas

Based on the payment for resources (teachers, aides, equipment, etc.) with regulations on the costs of resources that are allowable and on the resource use per student served.

a. Unit. A fixed amount of money is provided for each qualified unit of instruction, administration, and transportation. The funding is for the costs of resources necessary to operate the unit (e.g., teacher salary and other operating expenses), and the amounts may vary by type of unit).

b. Personnel. Funding is provided for all or a portion of the salaries of personnel who work with handicapped children. No other costs are reimbursed under this formula. It is essentially a special case of the unit formula approach, limited to personnel costs.

2. Child Based Formulas

Based on the number and type of children served with regulations on the cost and use of resources.

a. Weight. An amount of money is provided for each handicapped child equal to the regular per pupil reimbursement times a factor or weight which typically varies by type of handicap. The net result is a per pupil funding amount.

b. Straight Sum. A fixed amount of money is provided for each handicapped child. The amount may vary by type of handicap.

3. Cost Based Formulas

Based on costs with regulations on the children served and use of resources.

a. Percentage. A percentage of approved costs of educating handicapped children is provided. This approach is often combined with others, as in funding 75 percent of certified special education teacher salaries.

b. Excess Cost. The additional costs of educating handicapped children are reimbursed in full or part.

The existing funding for regional programs, as described, is cost based. In Oregon, the Handicapped Child Fund is an approved cost based formula, with up to 30 percent reimbursed to local school districts. The 1976 Arthur Young and Company study for the Department of Education examined the Handicapped Child Fund and recommended either procedures be established to make it a "true" excess cost formula or a simplified reimbursement be provided by transferring the special education funds into the Basic School Support Fund, with distribution in proportion to the basic grant.

Child based formulas have been explored in Oregon Educational Coordinating Commission reports. The straight sum approach was suggested for the Handicapped Child Fund in "Special Education Funding," (OECC 29-79), October 1979. Data for a weighting approach were collected in a report prepared for the Commission in June 1978 by the Pringle Company and funded under an agreement with the Legislative Revenue Office. This report, "Oregon Elementary and Secondary School Costs in Selected Pupil Categories," included data on regional programs for handicapped children and pointed out the large cost differences. Disadvantages were discussed of a pupil weighting system by type of handicapped that may not take these differences in account. A key analysis focused on the student instructional placement or delivery system. Programs for deaf children illustrated this finding:

> When comparing costs, it is important to realize that deaf children exhibit a wide range of needs for special assistance. Some children can function quite effectively in the normal classroom environment. They require relatively little intervention, such as might be provided by an itinerant specialist. These children typically have achieved competent communication skills through earlier education and training in a self-contained class for the deaf.
>
> A second group of deaf pupils requires more intensive service than can be provided by an itinerant teacher, yet are able to function effectively in the regular classroom on a part-time basis. Such children may spend part of the school day with the regular class and part in a resource room receiving specialized assistance. The resource room is staffed by a teacher of the deaf and, frequently, by one or more aides.
>
> A third group consists of those deaf children who do not, as yet, possess the communication skills necessary to participate successfully in the regular education program. These are typically children in the early primary grades who are served in a self-contained classroom on a full-time basis. Once they have achieved a certain level of communication skills, they will typically be able to transfer into a school where itinerant service or special resource rooms for the deaf are provided.

> Finally, there are the severely multiply-handicapped children who, besides being deaf, may also be blind or otherwise physically or mentally handicapped. These children require intensive service in a special class environment. Classes for the multiply-handicapped typically make heavy use of aides and often employ specialist staff in two or more areas of handicap. (pp. 51-52)

As a result of the Pringle study, the Commission staff did not pursue the pupil weighting approach but began to explore a student instructional placement or service delivery model. William Hartman, education finance expert, joined the University of Oregon faculty from Stanford in Fall 1980. He had developed a Special Education Planning Model (SEPM) that used computer simulations to project special education costs. It is based on a resource cost model that begins with units by instructional placements. SEPM has been used in a number of states and in a variety of situations by special educators, administrators, finance officers, and legislators.

IV. Description of Student Placement Model, Standard Units, and Computer Simulations

The resource-cost method is described in William Hartman's report, "Projecting Special Education Costs," published by Stanford University in June 1981:

> The resource-cost model is a methodology in which the student characteristics and program configurations form the basis for estimating the costs of special education. The procedures require specification of the student population to be served, description of the instructional programs and services to be offered and the resources which comprise each program (e.g., teacher, aide, materials and supplies, travel allowance, classroom operating and maintenance expense), a price for each resource, determination of the distribution of students across the various programs and services, and the student/personnel ratios of the programs.
>
> The data used in the model are of two types: actual values for current operations (e.g., actual number of students served by type of handicap, present percent of students in each instructional program, current salary and price levels); and planned or estimated future values (e.g., maximum percentage of handicapped students in the total student population, future percent of students in each instructional program, inflation rate). Thus, the resource-cost model is a planning model which utilizes actual values to initiate the planning process with current practice and employs assumptions about expected student needs and programming practices to estimate future costs. As a result, the cost projections are derived from specific and explicit expectations about the future special education operations and are not necessarily an extrapolation of past practices or costs. The model also projects future special student education enrollments as well as the number of special education personnel required to serve them.

Under a contract with the Coordinating Commission, William and Peggy Hartman applied this model, using Oregon data collected from regional programs by the Department of Education and verified by the consultants. As a first step, the funding subcommittee was asked to specify data to be reported and to develop the standard units. The subcommittee was composed of Barbara Mitchell, OECC assistant director, chair; Mason McQuiston and later Pat Ellis, assistant superintendent of special education, representing the Department of Education; Katy Moore, director of pupil personnel services, Corvallis; and David Piercy, administrator of special education for Eugene as well as director of all three Lane regional programs (blind, deaf, physically handicapped). The subcommittee described instructional placements, related services, and administration/support options for serving handicapped children of all types.

Instructional Placement Options were determined as:

1. Speech and Language Services (itinerant only)
2. Direct and Indirect Services with Regular Classroom
   (Examples: Itinerant services from specialists, orientation/mobility training, adaptive PE, and consultation)
3. Aide with Regular Classroom
4. Resource Room--Teacher only
5. Resource Room--Teacher plus Aide
6. Resource Room--Teacher plus two or more Aides
7. Self-Contained Special Class--Teacher only
8. Self-Contained Special Class--Teacher plus Aide
9. Self-Contained Special Class-Teacher plus two Aides
10. Aide in Vocational Classroom
11. In-School/Community Work Experience
12. Vocational Self-Contained
13. Home Instruction
14. Other Instructional Arrangement
    (Use only with Special Education Division approval)

Related Services categories covered:

1. Special Transportation
2. Physical Therapy/Occupational Therapy
3. Special Counseling Services
4. Audiology
5. Interpreters
6. Examination and Evaluation
7. Braille Transcription

Administrative and Support Services categories could include:

1. Special Education Administration
2. Supervision of Special Education Programs
3. Assessment Services
   (school psychologist services, testing specialist services, psychological services)
4. School Social Workers
5. School Health Services
6. Curriculum Development
7. Special Education Recordkeeping

Ratios, Resources, Costs. Subcommittee members determined these based on experience and professional judgment and later checked them against the actual data and adjusted them as deemed appropriate:

1. Students per unit;
2. Resources per unit (e.g., teacher and aide salaries, benefits, travel, supplies/materials, equipment);
3. Prices for resources (average, low, high).

Teacher salary costs were based on expected education (BA, MA, Ph.D.) and years of experience for the type of instruction. Salary levels were obtained from "Survey of Salaries, Economic Benefits, and Selected Policies for Teachers in Oregon School Districts," 1980-81, Oregon School Boards Association. Benefits were figured at 30 percent. Recently, these were updated for 1981-82 based on the OSBA survey, with a 9 percent inflation factor. The benefits were increased to 32 percent average.

Data Collection. Regional program personnel completed data forms reporting the following:

1. Numbers of students for 1981-82 (actual) and estimates for 1982-83 through 1984-85.
2. Students by the 14 possible placement options for all years.
3. Students receiving related services listed and estimates through 1984-85.
4. As a check on student/teacher ratios, numbers of teachers and aides by instructional placement and related services for 1981-82 only.

Computer Simulation. The model generates reports which give a "snapshot" of each year in the planning period (1981-82 through 1984-85). Both detailed and summary data reports are provided. At the most detailed level, simulations show for each handicap (visually impaired, hearing impaired) by program (Portland, Eugene, etc.) the numbers of students in each instructional placement and each related service. Based on the established student/teacher ratios, the number of personnel (teachers and aides) for each placement and related service are displayed. The costs for the numbers of students by placement and related service are multiplied out. Summaries of totals by year, in constant dollars and inflated dollars also are given.

The computer simulations provide essential data elements for building a funding formula. However, these projections are not a formula in themselves. Several policy issues, discussed in the next section, must be decided before work on the formula is completed.

V. Proposed Formula, Analysis, and Policy Issues

Proposed Formula

The proposed formula would begin with the total standard unit costs established for each instructional placement and each related service. This amount then is divided by the student/teacher ratio established for the particular placement or service. Table 3A (vision), 3B (hearing), and 3C (physically handicapped) display the average per student costs calculated for instructional placements and related services. Table 3D develops units for administration and support services, with portions to be assigned.

These per student amounts then are multiplied by the number of students reported by each regional program in each placement or receiving each related service. Each year the per student amounts would be inflated by some factor (7 percent used for illustration) and multiplied by the projected number of students. Table 4A (vision), 4B (hearing), and 4C (physically handicapped) present totals by regional program calculated for instructional placements. Tables 5A, 5B, and 5C do the same for related services, and Table 6 shows administration and support services allocations. Tables 7A, 7B, and 7C then bring the three categories together to show totals.

Administration and Support Services. As shown in Table 3D, two units were developed, with resources and prices. Allowance for some support services, such as psychological services and testing specialist assistance, is made through a purchased services item in the administration unit. An extended contract item in the supervision unit is to offer flexibility for other support services, such as curriculum development.

Determining fair ratios for the relatively small regional programs is difficult. It is suggested that the supervision units be apportioned on the basis of numbers of professional staff. Using existing ratios of 23 professional staff to 1.0 supervisor, Table 6 displays these calculations.

For the administration unit, it is suggested that this is a more fixed cost and should not vary with numbers of staff. Assigning a full unit to small programs results in disproportionately large costs compared to instruction. Therefore, it is suggested that the assumption be made that all handicaps will be administered together in a region in the future--as the Department of Education Task Force proposes. Based on approximate proportions of children in the various handicaps, percentages of the administration unit were assigned as follows: Vision, 30 percent; Hearing, 60 percent; Orthopedically Impaired, 10 percent.

Another assumption made in the cost calculations was that some boundaries would be made contiguous, with perhaps subcontracts. One example is that for Vision, the Central Coast program would be a subcontract under Southern Oregon Regional. Another is that Eastern Oregon would be one regional, with Baker's Vision program and Hearing programs operated by Umatilla and Malheur all being parts of the regional. Table 6 shows these adjustments.

An alternative to this proposal is to establish a percentage of administration and support services to instruction and related services. The formula averages 14 percent for vision, ranging from 13 percent for Portland to 24 percent for Eastern. For hearing, the average is 9.5 percent, ranging from 6 percent for Portland to 26 percent for a combined Eastern program.

Existing regional program budgets report support services with related services rather than administration and place supervisors in instructional costs. It is difficult to make valid comparisons. Pulling out directors, supervisors, clerical, and "administration" yields a range of 7 to 18 percent, averaging 10.2 percent for hearing and 11.5 percent for vision.

Excluded Services. As part of the development of a State-defined program for visually impaired children, certain decisions were made by the subcommittee on eligible and excluded services. For visually impaired, it was decided that speech and language service would not be an eligible State-paid service. While it was acknowledged that a few visually impaired children may need this service, it was decided that this was one that, if it is in the child's Individual Education Plan approved by the home district, the home district would be responsible for payment. The district could opt to purchase the service from the regional program, another provider, or offer the service itself.

Similarly, certain related services were excluded as part of the State-defined program for visually impaired. These are audiology and physical/occupational therapy. Again, these would be available for hearing impaired and orthopedically impaired, respectively, as part of their State-defined programs. Local districts could purchase these services for a visually impaired child from the regional if needed.

Exceptions would be multiple handicapped, e.g., deaf/blind, deaf with cerebral palsy, where the child is in a special class placement for one handicap and requires direct/indirect or related services as well.

Special transportation has for the past several years been excluded by the Legislature from payment as a related service in the regional programs. Local districts pay the costs and then may claim the costs back under the Basic School Support Fund, which reimburses approximately 50 percent of transportation costs. It also is possible for a district to claim the unreimbursed amount under the Handicapped Child Fund.

Data were collected on students receiving the services that later were determined as not part of the State-defined program. Table 8 displays this for visually impaired and hearing impaired.

Table 3A (Revised)
REGIONAL PROGRAMS FOR VISUALLY IMPAIRED
SPECIFICATIONS FOR PROPOSED FORMULA
(1981-82 Costs)

Instructional Placements	Resources	Price	Total Unit	Proposed S/T Ratio	Cost Per Student
1. Direct and Indirect Services	Teacher	$20,350			
	Benefits (32%)	6,512			
	Aide (.30 @ $6,900)	2,300			
	Travel	450			
	Supplies/Materials	225			
	Equipment	40			
			$29,877	12/1*	$2,490
	*(Includes direct instruction and consultation)				
2. Home Instruction	Teacher	20,350			
	Benefits (32%)	6,512			
	Travel	450			
	Supplies/Materials	30			
			27,342	12/1	2,278
3. Resource Room - Teacher Only	Teacher	20,350			
	Benefits (32%)	6,512			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			27,762	7/1	3,966
4. Work Experience (In-School/Community)	Coordinator	17,266			
	Benefits (32%)	5,525			
	Travel	350			
	Supplies/Materials	100			
			23,241	20/1	1,162
Related Services					
1. Braille Transcription	Transcriber	9,810			
	Benefits (32%)	3,139			
	Supplies/Materials	250			
	Equipment	500			
			13,699	15/1	913
2. Special Counseling	Avg Per Student	100	--	--	100
3. Exam & Evaluation	Avg Per Student	125	--	--	125

Notes:

(1) Orientation/Mobility Services are included in Direct/Indirect.
(2) Speech and Language for visually impaired judged not part of State payment program.
(3) Audiology and Physical Therapy/Occupational Therapy judged not part of State payment program for visually impaired.
(4) Student Transportation--Current State policy makes ineligible for State payment.

Source: Subcommittee Expert Judgment for Computer Simulations, Salary Averages based on 1981-82 Survey by OSBA/COSA.

OECC 2/19/82 Revised 5/12/82

Table 3B (Revised)

REGIONAL PROGRAMS FOR HEARING IMPAIRED

SPECIFICATIONS FOR PROPOSED FORMULA

(1981-82 Costs)

Instructional Placements	Resources	Price	Total Unit	Proposed S/T Ratio	Cost Per Student
Direct/Indirect Services	Teacher	$20,350			
	Benefits (32%)	6,512			
	Aide (.30 @ $6,900)	2,300			
	Travel	450			
	Supplies/Materials	225			
	Equipment	40			
			$29,877	13/1*	$2,300
	*(Includes direct instruction and consultation)				
Aide with Regular Class	Aide	6,400			
	Benefits (32%)	2,048			
			8,448	3/1	2,816
Resource Room - Teacher Only	Teacher	20,350			
	Benefits (32%)	6,512			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			27,762	7/1	3,966
Resource Room - Teacher plus Aide	Teacher	20,350			
	Aide	6,400			
	Benefits (32%)	8,560			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			36,210	8/1	4,526
Special Class - Teacher Only	Teacher	20,350			
	Benefits (32%)	6,512			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			27,762	7/1	3,966
Special Class - Teacher plus Aide	Teacher	20,350			
	Aide	6,400			
	Benefits (32%)	8,560			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			36,210	6/1	6,035

Continued

Table 3B (Continued)

Instructional Placements	Resources	Price	Total Unit	Proposed S/T Ratio	Cost Per Student
Special Class - Teacher plus 2 Aides	Teacher	20,350			
	2 Aides (each $6,400)	12,800			
	Benefits (32%)	10,608			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			44,658	9/1	4,962
Work Experience (In School/Community)	Coordinator	17,266			
	Benefits (32%)	5,525			
	Travel	350			
	Supplies/Materials	100			
			23,241	20/1	1,162
Vocational Self-Contained	Teacher	17,026			
	Aide	6,400			
	Benefits (32%)	7,496			
	Substitute Cost	250			
	Supplies/Materials	350			
	Equipment	150			
			31,672	12/1	2,639
Home Instruction	Teacher	20,350			
	Benefits (32%)	6,512			
	Travel	450			
	Supplies/Materials	30			
			27,342	13/1	2,103
Related Services					
Interpreters	Interpreter	11,663			
	Benefits (32%)	3,732			
			15,395	6/1	2,566
Special Counseling	Avg Per Student	100	--	--	100
Audiology	Avg Per Student	150	--	--	150
Examination and Evaluation	Avg Per Student	125	--	--	125

Notes:

1. Speech and Languages Service as a separate placement was determined not part of the State-defined program on the basis that such services are an integral part of other placements for hearing impaired.
2. Physical Therapy/Occupational Therapy as related service judged not part of State payment program for hearing impaired.
3. Student Transportation--Current State policy makes ineligible for State payment.

Source: Subcommittee Expert Judgment for Computer Simulations, Salary Averages based on 1981-82 Survey by OSBA/COSA.

OECC 2/23/82 Revised 5/12/82

Table 3C (Revised)
REGIONAL PROGRAMS FOR PHYSICALLY HANDICAPPED
SPECIFICATIONS FOR PROPOSED FORMULA
(1981-82 Costs)

Instructional Placements	Resources	Price	Total Unit	Proposed S/T Ratio	Cost Per Student
Speech & Language Serv	Clinician	$16,800			
	Aide (.5 @ $6,400)	3,200			
	Benefits (32%)	6,400			
	Travel	200			
	Supplies/Materials	300			
	Equipment	40			
			$26,940	18/1	$1,497
Direct/Indirect Serv	Teacher	$20,350			
	Benefits (32%)	6,512			
	Aide (.30 @ $6,900)	2,300			
	Travel	450			
	Supplies/Materials	225			
	Equipment	40			
			$29,877	22/1*	$1,358
	*(Includes direct instruction and consultation)				
Aide with Regular Class	Aide	$ 6,400			
	Benefits (32%)	2,048			
			$ 8,448	3/1	$2,816
Special Class -- Teacher & Aide	Teacher	$20,350			
	Aide	6,400			
	Benefits (32%)	8,560			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			$36,210	6/1	$6,035
Special Class -- Teacher & 2 Aides	Teacher	$20,350			
	2 Aides (ea $6,400)	12,800			
	Benefits (32%)	10,608			
	Substitute Cost	250			
	Supplies/Materials	450			
	Equipment	200			
			$44,658	9/1	$4,962
Related Services					
Physical/Occupational Therapy	Therapist	$15,480			
	Aide (.5 @ $6,400)	3,200			
	Benefits (32%)	5,980			
	Travel	600			
	Supplies/Materials	100			
	Equipment	200			
			$25,560	15/1	$1,704
Examination & Evaluation	Avg Per Student	125	-	-	125

Source: Subcommittee Expert Judgment for Computer Simulations, Salary Averages based on 1981-82 Survey by OSBA/COSA.

OECC 4/13/82 Revised 5/12/82

Table 3D (Revised)

REGIONAL PROGRAMS
ADMINISTRATION AND SUPPORT SERVICES
(1981-82 Costs)
SPECIFICATIONS FOR PROPOSED FORMULA

Service	Resources[a]	Price	Unit
Special Education Administration/ Supervision	Director (1.0)	$31,888	
	Clerical (1.0)	12,535	
	Benefits (32%)	14,215	
	Purchased Services	2,000	
	Travel (In-District)	150	
	Supplies/Materials	1,600	
	Equipment	200	
		$62,588	30% = $18,776 per Visual 60% = 37,553 per Hearing 10% = 6,259 per Orthopedically Impaired
Supervision of Programs	Supervisor (1.0)	$23,490	
	Clerical (.50)	6,268	
	Benefits (32%)	9,523	
	Extended Contracts	1,700	
	Supplies/Materials	200	
	Travel	500	
		$41,681	Portion based on 1.0 per 23 professional staff

[a]Allowance for some support services, such as psychological services, testing specialist assistance, and curriculum development, is made through purchased services in Administration and extended contracts in Supervision.

Source: Subcommittee Expert Judgment for Computer Simulations, Salary Averages based on 1981-82 Survey by OSBA/COSA.

OECC/2/22/82 Revised 5/12/82

Table 4A (Revised)

REGIONAL PROGRAMS FOR VISUALLY IMPAIRED
APPLICATION OF PROPOSED FORMULA
TO INSTRUCTIONAL PLACEMENTS

Program	Instructional Placement	1981-82 Cost Per Student[b]	1981-82 No of Students	1981-82 Costs	1982-83[a] Cost Per Student	1982-83[a] No of Students	1982-83[a] Cost
Portland	Direct/Indirect	$2,490	137	$341,130	$2,664	158	$420,912
	Home Instruction	2,278	34	77,452	2,437	39	95,043
	Resource Room	3,966	5	19,830	4,244	6	25,464
	Unduplicated		176			203	
	Add'l - Dir/Indir	2,490	22	54,780	2,664	22	58,608
	Total I.P.			493,192			600,027
Eugene	Direct/Indirect	2,490	56	139,440	2,664	60	159,840
	Home Instruction	2,278	7	15,946	2,437	7	17,059
	Total I.P.		63	155,386		67	176,899
Southern Oregon	Direct/Indirect	2,490	64	159,360	2,664	67	178,488
	Home Instruction	2,278	13	29,614	2,437	14	34,118
	Unduplicated		77			81	
	Add'l - Work Exper	1,162	4	4,648	1,267	21	26,607
	Total I.P.			193,622			239,213
Central Coast	Direct/Indirect	2,490	22	54,780	2,664	33	87,912
	Home Instruction	2,278	1	2,278	2,437	1	2,437
	Total I.P.		23	57,058		34	90,349
Eastern Oregon	Direct/Indirect	2,490	36	89,640	2,664	41	109,224
	Home Instruction	2,278	9	20,502	2,437	9	21,933
	Total I.P.		45	110,142		50	131,157
Subtotal w/o Mid-Oregon			384	1,009,400		435	1,237,645
Mid-Oregon	Direct/Indirect	2,490	48	119,520	2,664	87	231,768
	Add'l - Work Exper	1,162	2	2,324	1,267	10	12,670
	Total I.P.			121,844			244,438
TOTAL ALL INSTRUCTIONAL PLACEMENTS			432	1,131,244		522	1,482,083

[a]The per student amounts are inflated by 7 percent above the previous year.

[b]As developed on Table 3A.

Source: Data collected Fall 1981 for computer simulations
OECC 2/19/82. Revised 4/27/82 with additional Portland students. Revised 5/12/82.

Table 4B (Revised)

REGIONAL PROGRAMS FOR HEARING IMPAIRED

APPLICATION OF PROPOSED FORMULA TO INSTRUCTIONAL PLACEMENTS

Program	Instructional Placement	1981-82 Cost Per Student[b]	1981-82 No. of Students	1981-82 Costs	1982-83[a] Cost Per Student	1982-83[a] No. of Students	1982-83[a] Costs
Portland	Direct/Indirect Svcs	$2,300	153	$ 351,900	$2,461	155	$ 381,455
	Aide w/ Regular Class	2,816	4	11,264	3,069	6	18,414
	Res Room-Teacher Only	3,966	37	146,742	4,244	43	182,492
	Res Rm-Teacher + Aide	4,526	52	235,352	4,843	58	280,894
	Spec Class-Teach Only	3,966	11	43,626	4,244	13	55,172
	Spec Class-Teach + Aide	6,035	84	506,940	6,457	85	548,845
	Spec Class-Teach + 2 Aide	4,962	30	148,860	5,309	30	159,270
	Voc Self-Contained	2,639	12	31,668	2,877	20	57,540
	Unduplicated		383			410	
	Add'l - Work Experience	1,162	46	53,452	1,267	56	70,952
	Total I.P.			1,529,804			1,755,034
Eugene	Direct/Indirect Svcs	2,300	59	135,700	2,461	62	152,582
	Res Room-Teacher Only	3,966	20	79,320	4,244	20	84,880
	Spec Class-Teach Only	3,966	4	15,864	4,244	5	21,220
	Spec Class-Teach + Aide	6,035	8	48,280	6,457	8	51,656
	Unduplicated		91			95	
	Add'l - Work Experience	1,162	15	17,430	1,267	18	22,806
	Total I.P.			296,594			333,144
Southern Oregon	Direct/Indirect Svcs	2,300	96	220,800	2,461	108	265,788
	Aide w/ Regular Class	2,816	5	14,080	3,069	6	18,414
	Res Room-Teach + Aide	4,526	53	239,878	4,843	56	271,208
	Spec Class-Teach + Aide	6,035	2	12,070	6,457	3	19,371
	Home Instruction	2,103	4	8,412	2,250	4	9,000
	Unduplicated		160			177	
	Add'l - Direct/Indirect	2,300	17	39,100	2,461	--	--
	Total I.P.			534,340			583,781
Eastern Oregon (Umatilla)	Direct/Indirect Svcs	2,300	19	43,700	2,461	17	41,837
	Aide w/ Regular Class	2,816	2	5,632	3,069	3	9,207
	Res Room-Teach + Aide	4,526	2	9,052	4,843	3	14,529
	Spec Class-Teach + Aide	6,035	5	30,175	6,457	5	32,285
	Home Instruction	2,103	2	4,206	2,250	3	6,750
	Unduplicated		30			31	
	Add'l - Work Experience	1,162	7	8,134	1,267	9	11,403
	Total I.P.			100,899			116,011
Malheur	Direct/Indirect Svcs	2,300	13	29,900	2,461	16	39,376
	Spec Class-Teach Only	3,966	1	3,966	--	--	--
	Unduplicated		14			16	
	Add'l - Work Experience	1,162	7	8,134	1,267	8	10,136
	Total I.P.			42,000			49,512
	SUBTOTAL		678	$2,503,637		729	$2,837,482
Mid-Oregon	Direct/Indirect Svcs	2,300	241	554,300	2,461	217	534,037
	Res Room-Teach Only	3,966	--	--	4,244	15	63,660
	Spec Class-Teach Only	3,966	4	15,864	4,244	15	63,660
	Spec Class-Teach + Aide	6,035	--	--	6,457	--	--
	Unduplicated		245[c]			247	
	Add'l - Work Experience	1,162	30	34,860	1,267	30	38,010
	Total I.P.			605,024			699,367
	TOTAL ALL PROGRAMS		923	$3,108,661		976	$3,536,849

[a] The per student amounts are inflated by 7% above the previous year.

[b] As developed in Table 3A.

[c] Of these, 148 were served directly with State funds; others with federal and local.

Source: Data collected Fall 1981 from computer simulations.
OECC 2/19/82, Revised 5/12/82

Table 4C (Revised)
REGIONAL PROGRAMS FOR PHYSICALLY HANDICAPPED
APPLICATION OF PROPOSED FORMULA
TO INSTRUCTIONAL PLACEMENTS

Program	Instructional Placement	1981-82 Cost Per Student[b]	1981-82 No of Students	1981-82 Costs	1982-83[a] Cost Per Student	1982-83[a] No of Students	1982-83[a] Costs
Portland	Direct/Indirect	$1,358	34	$ 46,172	$1,480	45	$ 66,600
	Aide w/Regular Class	2,816	-	-	3,069	4	12,276
	Spec Class/Teach+Aide	6,035	56	337,960	6,457	43	277,651
	Spec Class/Teach+2 Aides	4,962	15	74,430	5,309	49	260,141
	Unduplicated		105			141	
	Additional Placement						
	Speech & Language	1,497	59	88,323	1,602	68	108,936
	Direct/Indirect	1,358	79	107,282	1,480	92	136,160
	Total Instr Placemt			$ 654,167			$ 861,764
Eugene	Direct/Indirect	1,358	8	10,864	1,480	8	11,840
	Aide w/Regular Class	2,816	2	5,632	3,069	2	6,138
	Spec Class/Teach+Aide	6,035	5	30,175	6,457	5	32,285
	Spec Class/Teach+2 Aides	4,962	32	158,784	5,309	36	191,124
	Unduplicated		47			51	
	Additional Placement						
	Speech & Language	1,497	32	47,904	1,602	36	57,672
	Direct/Indirect	1,358	18	24,444	1,480	20	29,600
	Total Instr Placemt			$ 277,803			$ 328,659
SUBTOTAL			152	931,970		192	$1,190,423
Marion ESD	Direct/Indirect	1,358	10	13,580	1,480	12	17,760
	Aide w/Regular Class	2,816	4	11,264	3,069	4	12,276
	Spec Class/Teach+Aide	6,035	6	36,210	6,457	8	51,656
	Unduplicated		20			24	
	Additional Placement						
	Speech & Language	1,497	10	14,970	1,602	12	19,224
	Total Instr Placemt			$ 76,024			$ 100,916
Douglas ESD	Direct/Indirect	1,358	35	47,530	1,480	40	59,200
	Spec Class/Teach+2 Aides	4,962	33	163,746	5,309	37	196,433
	Unduplicated		68			77	
	Additional Placement						
	Speech & Language	1,497	52	77,844	1,602	59	94,518
	Direct/Indirect	1,358	62	84,196	1,480	69	102,120
	Total Instr Placemt			373,316			$ 452,271
Umatilla ESD	Direct/Indirect	1,358	24	32,592	1,480	25	37,000
	Spec Class/Teach+2 Aides	4,962	25	124,050	5,309	26	138,034
	Unduplicated		49			51	
	Additional Placement						
	Speech & Language	1,497	28	41,916	1,602	29	46,458
	Total Instr Placemt			$ 198,558			$ 221,492
SUBTOTAL			137	$ 647,898		152	$ 774,679
TOTAL ALL PROGRAMS			289	$1,579,868		344	$1,965,102

[a]The per student amounts are inflated by 7% above the previous year.

[b]As developed in Table 3C.

Source: Data collected Fall 1981 for computer simulations
OECC 4/13/82 -- Revised 5/12/82

Table 5A (Revised)

REGIONAL PROGRAMS FOR VISUALLY IMPAIRED
APPLICATION OF PROPOSED FORMULA
TO RELATED SERVICES

		1981-82			1982-83[a]		
Program	Related Services	Cost Per Student[b]	No of Students	Costs	Cost Per Student	No of Students	Costs
Portland	Special Counseling	$100	25	$ 2,500	$107	26	$ 2,782
	Exam & Evaluation	125	40	5,000	134	50	6,700
	Braille Transcrip	913	20	18,260	977	22	21,494
	Total Rel Serv			25,760			30,976
Eugene	Braille Transcrip	913	7	6,391	977	7	6,839
Southern Oregon	Braille Transcrip	913	5	4,565	977	5	4,885
	Special Counseling	100	17	1,700	107	37	3,959
	Exam & Evaluation	125	18	2,250	134	19	2,546
	Total Rel Serv			8,515			11,390
Central Coast	Exam & Evaluation	125	7	875	134	10	1,340
Eastern Oregon	Special Counseling	100	2	200	107	3	321
	Subtotal w/o Mid-Oregon			41,741			50,866
Mid-Oregon	Exam & Evaluation	125	10	1,250	134	25	3,350
TOTAL ALL RELATED SERVICES				$42,991			$54,216

[a]The per student amounts are inflated by 7 percent above the previous year.

[b]As developed on Table 3A.

Source: Data collected Fall 1981 for computer simulation
OECC Revised 4/27/82 with Portland addition. Revised 5/12/82.

Table 5B (Revised)

REGIONAL PROGRAMS FOR HEARING IMPAIRED

APPLICATION OF PROPOSED FORMULA TO RELATED SERVICES

Program	Related Services	1981-82 Cost Per Student[b]	1981-82 No. of Students	1981-82 Costs	1982-83[a] Cost Per Student	1982-83[a] No. of Students	1982-83[a] Costs
Portland	Special Counseling	$ 100	70	$ 7,000	$ 107	80	$ 8,560
	Audiology	150	383	57,450	161	410	66,010
	Interpreters	2,566	100	256,600	2,746	110	302,060
	Exam & Evaluation	125	383	47,875	134	410	54,940
	Total Rel Svcs			368,925			431,570
Eugene	Special Counseling	100	8	800	107	10	1,070
	Audiology	150	91	13,650	161	95	15,295
	Interpreters	2,566	25	64,150	2,746	27	74,142
	Exam & Evaluation	125	4	500	134	5	670
	Total Rel Svcs			79,100			91,177
Southern Oregon	Special Counseling	100	5	500	107	76	8,132
	Audiology	150	160	24,000	161	168	27,048
	Interpreters	2,566	21	53,886	2,746	26	71,396
	Exam & Evaluation	125	6	750	134	15	2,010
	Total Rel Svcs			79,136			108,586
Eastern Oregon (Umatilla)	Audiology	150	34	5,100	161	36	5,796
	Interpreters	2,566	6	15,396	2,746	7	19,222
	Total Rel Svcs			20,496			25,018
Malheur	Audiology	150	14	2,100	161	16	2,576
	Interpreters	2,566	--	--	2,746	2	5,492
	Exam & Evaluation	125	8	1,000	134	10	1,340
	Total Rel Svcs			3,100			9,408
	Total w/o Mid-Oregon			$550,757			$665,759
Mid-Oregon	Special Counseling	100	5	500	107	10	1,070
	Audiology	150	235	35,250	161	245	39,445
	Interpreters	2,566	30	76,980	2,746	40	109,840
	Exam & Evaluation	125	65	8,125	134	65	8,710
	Total Rel Svcs			120,855			159,065
	TOTAL ALL PROGRAMS			$671,612			$824,824

[a]The per student amounts are inflated by 7 percent above the previous year.

[b]As developed on Table 3B.

Source: Data collected Fall 1981 for computer simulation.
OECC 2/19/82. Revised 5/12/82.

Table 5C (Revised)

REGIONAL PROGRAMS FOR PHYSICALLY HANDICAPPED
APPLICATION OF PROPOSED FORMULA
TO RELATED SERVICES

		1981-82			1982-83[a]		
Program	Related Services	Cost Per Student[b]	No of Students	Costs	Cost Per Student	No of Students	Costs
Portland	Physical Therapy/ Occupational Therapy	$1,704	148	$252,192	$1,823	198	$360,954
Eugene	Physical Therapy/ Occupational Therapy	1,704	47	80,088	1,823	51	92,973
	Exam & Evaluation	125	47	5,875	134	51	6,834
	Total Rel Svcs			85,963			99,807
	SUBTOTAL			338,155			460,761
Marion ESD	Physical Therapy/ Occupational Therapy	1,704	14	23,856	1,823	16	29,168
	Exam & Evaluation	125	4	500	134	5	670
	Total Rel Svcs			24,356			29,838
Douglas ESD	Physical Therapy/ Occupational Therapy	1,704	68	115,872	1,823	77	140,371
Umatilla ESD	Physical Therapy/ Occupational Therapy	1,704	49	83,496	1,823	51	92,973
	Exam & Evaluation	125	35	4,375	134	36	4,824
	Total Rel Svcs			$ 87,871			$ 97,797
	SUBTOTAL			228,099			268,006
	TOTAL ALL PROGRAMS			$566,254			$728,767

[a]The per student amounts are inflated by 7 percent above the previous year.

[b]As developed on Table 3C.

Source: Data collected Fall 1981 for computer simulation.
OECC 4/13/82. Revised 5/1/82.

Table 6 (Revised)

REGIONAL PROGRAMS
ADMINISTRATION AND SUPPORT SERVICES

Program	1981-82 No. of Staff	% Supv Unit[a]	Supv Costs[c]	Portion of Adm Unit[b]	Total	1982-83 (7% Inflation) No. of Staff	% Supv Unit	Supv Costs	Portion of Adm Unit	Total
Visually Impaired										
Portland	12.77	.56	$ 23,341	$ 18,776	$ 42,117	14.88	.65	$ 28,989	$ 20,091	$ 49,080
Eugene	6.72	.29	12,087	18,776	30,863	6.73	.29	12,934	20,091	33,025
So Oregon	8.09	.40	16,672	18,776	35,448	9.15	.40	17,840	20,091	37,931
Central Coast	2.00	.09	3,751	d	3,751	2.99	.13	5,798	d	5,798
East Oregon	4.00	.17	7,086	18,776	25,862	4.47	.19	8,474	20,091	28,565
Subtotal w/o Mid-Oregon			62,937	75,104	138,041			74,035	80,364	154,399
Mid-Oregon	4.22	.18	7,503	18,776	26,279	8.33	.36	16,056	20,091	36,147
Total All			70,440	93,880	164,320			90,091	100,455	190,546
Hearing Impaired										
Portland	70.59	3.07	127,961	37,553	165,514	75.43	3.28	146,285	40,181	186,466
Eugene	14.22	.62	25,842	37,553	63,395	15.05	.65	28,989	40,181	69,170
So Oregon	22.46	.98	40,847	37,553	78,400	24.65	1.07	47,721	40,181	87,902
East Oregon	5.51	.24	10,003	37,553	47,556	6.19	.27	12,042	40,181	52,223
Malheur	1.42	.06	2,500	e	2,500	1.87	.08	3,568	e	3,568
Subtotal w/o Mid-Oregon			207,153	150,212	357,365			238,605	160,724	399,329
Mid-Oregon	23.76	1.03	42,931	37,553	80,484	28.29	1.23	54,857	40,181	95,038
Total All			$250,084	$187,765	$437,849			$293,462	$200,905	$494,367
Physically Handicapped										
Portland	26.17	1.14	47,516	6,259	53,775	32.61	1.42	63,331	6,697	70,028
Eugene	9.32	.40	16,672	6,259	22,931	10.34	.45	20,070	6,697	26,767
Total All			$ 64,188	$ 12,518	$ 76,706			$ 83,401	$ 13,394	$ 96,795

[a]Portion is based on 1.0 unit for each 23 professional staff.

[b]Portion is based on 30% of a $62,588 unit for Visually Impaired, 60% for Hearing Impaired, 10% for Physically Handicapped.

[c]Portion of $41,681 unit as developed in Table 3D.

[d]Presumes subcontract.

[e]Presumes two Eastern Oregon programs administered as one.

Source: Data collected Fall 1981 for computer simulations
OECC 2/24/82 -- Revised 5/12/82

Table 7A (Revised)

REGIONAL PROGRAMS FOR VISUALLY IMPAIRED
SUMMARIES OF BUDGETS UNDER PROPOSED FORMULA
(Derived from Tables 4A, 5A, 6)

	Program	1981-82	1982-83
Portland	Instruction	$ 493,192	$ 600,027
	Related Services	25,760	30,976
	Admin & Support	42,117	49,080
	Total	561,069	680,083
Eugene	Instruction	155,386	176,899
	Related Services	6,391	6,839
	Admin & Support	30,863	33,025
	Total	192,640	216,763
Southern Oregon	Instruction	193,622	239,213
	Related Services	8,515	11,390
	Admin & Support	35,448	37,931
	Total	237,585	288,534
Central Coast	Instruction	57,058	90,349
	Related Services	875	1,340
	Admin & Support	3,751	5,798
	Total	61,684	97,487
Eastern Oregon	Instruction	110,142	131,157
	Related Services	200	321
	Admin & Support	25,862	28,565
	Total	136,204	160,043
Subtotal w/o Mid-Oregon	Instruction	1,009,400	1,237,645
	Related Services	41,741	50,866
	Admin & Support	138,041	154,399
	Subtotal	1,189,182	1,442,910
Mid-Oregon	Instruction	121,844	244,438
	Related Services	1,250	3,350
	Admin & Support	26,279	36,147
	Total	149,373	283,935
Total All	Instruction	1,131,244	1,482,083
	Related Services	42,991	54,216
	Admin & Support	164,320	190,546
	Total	$1,338,555	$1,726,845

Source: Based on subcommittee expert judgments for computer simulation OECC Revised 4/27/82 with Portland additions. Revised 5/17/82.

Table 7B (Revised)

REGIONAL PROGRAMS FOR HEARING IMPAIRED
SUMMARIES OF BUDGETS UNDER PROPOSED FORMULA
(Derived from Tables 4B, 5B, 6)

	Program	1981-82	1982-83
Portland	Instruction	$1,529,804	$1,755,034
	Related Services	368,925	431,570
	Admin & Support	165,514	186,466
	Total	2,064,243	2,373,070
Eugene	Instruction	296,594	333,144
	Related Services	79,100	91,177
	Admin & Support	63,395	69,170
	Total	439,089	493,491
Southern Oregon	Instruction	495,240	583,781
	Related Services	79,136	108,586
	Admin & Support	78,400	87,902
	Total	652,776	780,269
Eastern Oregon	Instruction	100,899	116,011
	Related Services	20,496	25,018
	Admin & Support	47,556	52,223
	Total	168,951	193,252
Malheur	Instruction	42,000	49,512
	Related Services	3,100	9,408
	Admin & Support	2,500	3,568
	Total	47,600	62,488
Subtotal w/o Mid-Oregon	Instruction	2,464,537	2,837,482
	Related Services	550,757	665,759
	Admin & Support	357,365	399,329
	Subtotal	3,372,659	3,902,570
Mid-Oregon	Instruction	605,024	699,367
	Related Services	120,855	159,065
	Admin & Support	80,484	95,038
	Total	806,363	953,470
Total All	Instruction	3,069,561	3,536,849
	Related Services	671,612	824,824
	Admin & Support	437,849	494,367
	Total	$4,179,022	$4,856,040

Source: Based on subcommittee expert judgments for computer simulation OECC 2/24/82. Revised 5/17/82.

Table 7C (Revised)

REGIONAL PROGRAMS FOR PHYSICALLY HANDICAPPED
SUMMARIES OF BUDGET UNDER PROPOSED FORMULA
(Derived from Tables 4C, 5C, 6)

Program		1981-82	1982-83
Portland	Instruction	$ 654,167	$ 861,764
	Related Services	252,192	360,954
	[a]Admin & Support	53,775	70,028
	Total	960,134	1,292,746
Eugene	Instruction	277,803	328,659
	Related Services	85,963	99,807
	[a]Admin & Support	22,931	26,767
	Total	386,697	455,233
SUBTOTAL		1,346,831	1,747,979
Marion ESD	Instruction	76,024	100,916
	Related Services	24,356	29,838
	Total w/o Admin	100,380	130,754
Douglas ESD	Instruction	373,316	452,271
	Related Services	115,872	140,371
	Total w/o Admin	489,188	592,642
Umatilla ESD	Instruction	198,558	221,492
	Related Services	87,871	97,797
	Total w/o Admin	286,429	319,289
SUBTOTAL		875,997	1,042,685
TOTAL ALL PROGRAMS		$2,222,828	$2,790,664

[a]Supervision unit portion based on 1.0 for each 23 professional staff, and administration is 10% of a unit.

Source: Based on subcommittee expert judgments for computer simulation.
OECC 4/13/82. Revised 5/17/82.

Table 8

EXCLUDED SERVICES
NUMBERS OF STUDENTS IN VISUALLY IMPAIRED AND HEARING IMPAIRED PROGRAMS
1981-82

Program	Speech & Language		Phys/Occup Therapy		Audiology
	VI	HI[a]	VI	HI	VI
Portland	--	--	14	59	3
Eugene	--	18	--	2	--
Mid-Oregon	--	200	1	--	--
Southern	9	63	23	6	37
Coast	19	NA	2	NA	7
Eastern	2	28	7	6	4
Malheur	NA	3	NA	--	NA

[a]These are numbers listed under Additional Instructional Placements.

Source: Data collected Fall 1981 for computer simulations.
OECC 3/1/82

Analysis

Table 9A (vision), 9B (hearing), and 9C (physically handicapped) compare current 1981-82 and 1982-83 State and federal funded budgets of existing regional programs with what each program would receive under the formula as calculated in Tables 7A, 7B, and 7C. It should be noted that these figures are presented for analytical purposes only to show the effects of the average formula. A final formula will depend on the policy issue decisions to be made (see next section).

Furthermore, it is not anticipated that 1982-83 budgets will be revised but that the formula, if approved by the Legislature, would be applied in development of the 1983-85 appropriation. In addition, revised boundaries may be a factor in 1983-85 that would make prospective comparisons (except totals Statewide) invalid.

Another caveat is that it is recognized that some of the regional programs (eastern and southern area programs particularly) receive substantial local contributions to their total budgets, which do not appear in the State/federal fund budget column. This would account somewhat for the substantial increases the formula appears to provide to some programs.

This analysis focuses on 1982-83 and uses the comparisons of totals without Mid-Oregon Regional. The Mid-Oregon formula figures are provided however.

For 1982-83, the formula would provide 15.8 percent more for visually impaired, 2.0 percent less for hearing impaired totally, and nearly 40 percent more for physically handicapped. In comparison, for 1981-82 the vision programs would receive 3.8 percent less, the hearing impaired 11.5 percent less, and physically handicapped 13.4 percent more than the appropriation (Tables 9A, 9B, 9C).

The difference due to student increases projected by regional programs is particularly marked in the physically handicapped. A student increase in Portland is projected from 105 to 141, resulting in Portland gaining 33 percent in 1982-83. The statewide appropriation for physically handicapped increased only 5.4 percent between the years, not keeping up with inflation nor reflecting student increases.

Similar factors occur with the 1981 legislative appropriation for visually impaired in 1981-82 being $1,332,000 and for 1982-83 $1,332,714, reflecting no inflation or student increases, which are included in the formula projections. The 1981 legislative appropriation for hearing impaired was $3,811,777 in 1981-82 and increased by 4.5 percent in 1982-83 to $3,982,294.

For visually impaired, the formula in 1982-83 provides increases to all programs. For hearing impaired, Portland, Eugene, and southern Oregon all lose.

What are the primary reasons for the differences, particularly in the regional programs that do less well under the formula? Most of them can be found among the issues discussed in the next section, particularly student/teacher ratios, above average salaries, and staff travel.

Table 9A (Revised)

REGIONAL PROGRAMS FOR VISUALLY IMPAIRED
COMPARISONS FOR ANALYTICAL PURPOSES

(Formula Figures Prior to Sparsity, Travel, and Hold Harmless Adjustments)

1981-82

Program	Budget[a]	Approp[b]	Under Proposed Formula	Difference	Percent Change
Portland	$ 735,389	$ 750,873[c]	$ 561,069	$(97,646)[c]	(14.8)%
Eugene	181,446	185,266	192,640	7,374	4.0
So Oregon	231,818	236,699	237,585	886	.4
Cen Coast	58,080	59,303	61,684	2,381	4.0
Eastern	97,800	99,859	136,204	36,345	36.4
Total w/o Mid-Oregon	$1,304,533	$1,332,000	$1,189,182		
Total w/Statewide Library-Media Svcs			$1,281,340	$(50,660)	(3.8)%
Mid-Oregon			$ 149,373		

1982-83

Program	Budget[a]	Approp[b]	Under Proposed Formula	Difference	Percent Change
Portland	$ 796,672	$ 750,202[c]	$ 680,083	$ 30,333[c]	4.7%
Eugene	201,244	189,501	216,763	27,262	14.4
So Oregon	251,136	236,481	288,534	52,053	22.0
Cen Coast	62,915	59,240	97,487	38,247	64.6
Eastern	103,323	97,290	160,043	62,753	64.5
Total w/o Mid-Oregon	$1,415,290	$1,332,714	$1,442,910		
Total w/Statewide Library-Media Svcs			$1,543,362	$210,648	15.8%
Mid-Oregon			$ 283,935		

[a]Amounts presented by Department of Education to the legislative Ways and Means Committee in reports April 1981.

[b]Amounts ratably increased 2.1 percent in 1981-82 and ratably reduced 5.8 percent in 1982-83 to total the state and federal funds appropriated by the 1981 Legislature.

[c]Portland reduced $92,158 in 1981-82 and $100,452 in 1982-83 for library-media services provided statewide, although total reflects statewide difference.

Source: Department of Education reports April 1981 and 1981 Legislature appropriation report

OECC Revised 4/27/82 due to Portland addition and 1981-82 comparison added.
Revised 5/17/82

Table 9B (Revised)

REGIONAL PROGRAMS FOR HEARING IMPAIRED
COMPARISONS FOR ANALYTICAL PURPOSES
(Formula Figures Prior to Sparsity, Travel,
and Hold Harmless Adjustments)

Program	Budget[a]	Approp[b]	Under Proposed Formula	Difference	Percent Change
1981-82					
Portland	$2,328,221	$2,337,319	$2,064,243	$(273,076)	(11.7)%
Eugene	498,563	500,511	439,089	(61,422)	(12.3)
So Oregon	844,016	847,314	652,776	(194,538)	(23.0)
Eastern OR	81,837	82,157	168,951	86,794	105.6
Malheur	44,303	44,476	47,600	3,124	7.0
Total w/o Mid-Oregon	$3,796,940	$3,811,777	$3,372,659	$(439,118)	(11.5)%
Mid-Oregon			$ 806,363		
1982-83					
Portland	$2,557,246	$2,464,820	$2,373,070	$(91,750)	(3.7)%
Eugene	541,881	522,290	493,491	(28,799)	(5.5)
So Oregon	897,624	865,180	780,269	(84,911)	(9.8)
Eastern OR	90,576	87,302	193,252	105,950	121.4
Malheur	44,303	42,702	62,488	19,786	46.3
Total w/o Mid-Oregon	$4,131,630	$3,982,294	$3,902,570	$(79,724)	(2.0)%
Mid-Oregon			$ 953,470		

[a]Amounts presented by Department of Education to the Legislative Ways and Means Committee in reports April 1981

[b]Amounts ratably reduced 3.6 percent to total the state and federal funds appropriated by the 1981 Legislature for 1982-83.

Source: Department of Education reports April 1981 and 1981 Legislature appropriation report

OECC Revised 4/28/82 to add 1981-82 comparison. Revised 5/17/82.

Table 9C (Revised)

REGIONAL PROGRAMS FOR PHYSICALLY HANDICAPPED
COMPARISONS FOR ANALYTICAL PURPOSES
(Formula Figures Prior to Sparsity, Travel, and Hold Harmless Adjustments)

Program	Budget[a]	1981-82 Approp[b]	Under Proposed Formula	Difference	Percent Change
Portland	$ 938,133	$ 921,037	$ 960,134	$ 39,097	4.2%
Eugene	271,363	266,418	386,697	120,279	45.2
Subtotal	$1,209,496	$1,187,455	$1,346,831	$159,376	13.4%
Marion ESD			$ 100,380		
Douglas ESD			489,188		
Umatilla ESD			286,429		
		1982-83			
Portland	$1,016,310	$ 970,974	$1,292,746	$321,772	33.1%
Eugene	294,270	281,143	455,233	174,090	61.9
Subtotal	$1,310,580	$1,252,117	$1,747,979	$495,862	39.6%
Marion ESD			$ 130,754		
Douglas ESD			592,642		
Umatilla ESD			319,289		

[a] Amounts presented by Department of Education to the Legislative Ways and Means Committee in reports April 1981

[b] Amounts ratably reduced 1.8 percent in 1981-82 and ratably reduced 4.46 percent in 1982-83 to total the state and federal funds appropriated by the 1981 Legislature

Source: Department of Education reports April 1981 and 1981 Legislature appropriation report

QECC Revised 4/28/82 to add 1981-82 comparison. Revised 5/17/82.

Salary differences do not appear to be significant in Portland. In vision, the teacher amount of $298,262 divided by 14 FTE reported equals average salary of $21,304 in 1982-83. This is below the average for 1982-83 in the formula ($20,350 for 1981-82 in Table 3A is inflated 7 percent for an average of $21,775). In the hearing program, a teacher salary budget of $1,179,173 divided by 66.7 FTE teachers equals an average salary of $17,679. Benefits for 1982-83 are reported higher by Portland at 36.4 percent, compared to 32 percent in the formula.

Other major differences appear in related and support services, as well as administration. The formula provides $30,976 in related services for 1982-83, based on 26 students receiving special counseling, 50 receiving examination and evaluation, and 22, braille transcription (Table 5A). In the budget, a .5 braille transcriber is shown at $5,973; a .5 general counselor at $10,361 and a .5 vocational counselor at $8,872. There also is a 1.0 coordinator of volunteers at $17,344.

The formula for administration/support services provides $42,117 in the Portland vision program. The budget shows $38,916 for a 1.0 supervisor and $33,885 secretarial/clerical (includes the library clerk which was deducted in the media services). When benefits are added, the total exceeds $100,000.

In the Portland regional for hearing impaired, similar differences in administration, related and support services are seen. For example, Portland shows the following:

Program Administration	$29,292
Director	51,806
Supervisor	29,806
Secretarial/Clerical	63,140
Audiologist	27,756
General Counselor	26,757
Vocational Counselors	50,385
Media Specialist	28,153
Social Workers	37,016
Speech Pathologist	29,168
Psychologist	26,298

Southern Oregon's hearing impaired program experiences a 9.8 percent drop from appropriation to formula calculations in 1982-83.

Examination of the student/teacher ratio for direct/indirect services points to the major difference. Southern Oregon is at 8.7/1, while the formula is 13/1. The subcommittee considered revising the formula to 12/1. which was the ratio set for visually impaired direct/indirect, but decided to leave it at 13/1 because orientation/mobility had been subsumed for the visually impaired. When calculated at 8.7/1, southern Oregon would receive more than $150,000 additional funds, which would account for the drop.

Travel also is a factor. Staff travel of $40,647 is budgeted for 20 FTE, including teachers and supervision, for an average of some $2,000--well above the formula of $450.

Thus, it can be seen that a variety of factors might be traced to reasons for differences between current budgets and formula amounts. Several policy issues are discussed next that may result in adjustment factors in a final formula.

Policy Issues

The application of the average formula and the analyses of its impact raise several policy issues, including unit vs. per student, above average salaries, staff travel, restrictive placements, local contribution, and federal funds.

Unit vs. Per Student. The illustrations turn the unit cost into a per student amount for simplicity. The computer simulations calculate a portion of the unit based on the number of students, to result in the same allocation of dollars. However, some unit formulas stipulate that there must be a minimum number of children before a unit or a half unit is funded. In low incidence handicaps, this approach does not work well, as the numbers of students are so small.

Another suggestion has been that if there are only one or two students in a remote area who need a special teacher then the entire unit should be funded. This, however, comes full circle back to the existing open-ended approach. The result would be to continue inequities in the State funds allocated to children with similar handicaps. Therefore, the per student approach by handicap and by instructional placement is preferred.

One adjustment, however, might be to allow a child whose handicap might require a special class/resource room placement but who is served by itinerant means due to location to be funded at the special class/resource room amount. Such adjustments would need to be approved by the Department of Education.

Above Average Salaries. An issue that arises frequently in formula funding is whether to allow a factor for above average salaries. One side argues for this on the basis of higher cost of living in urban areas or need to attract qualified specialists to a remote area. The other side favors uniform funding on the basis that salaries are a local decision, usually made at the bargaining table. They question why the State should participate in higher salaries when the State has nothing to say about the local decision. They advocate a local district pickup of the extra cost.

A third alternative has been explored that would determine a cost-of-education index for various parts of the State. This might cover sparsity factors, such as small size or remoteness, as well as items such as utility costs for cooler climates. A fourth option could be a hold harmless provision for districts that are above average salary, with annual inflation excluded in the State payment to these programs over time until the average for the State has been reached.

Options.

A. Use average salaries only in the funding formula.

B. Allow for above average salaries for some areas, based on criteria, such as urban cost of living or need to attract to remote areas.

C. Develop a cost-of-education index for regions of the State to include other factors besides salaries.

D. Hold harmless districts with above average salaries, moving the State payment to them down gradually to the average by not allowing the annual inflation factor.

Staff Travel. Like salaries, the sparsity factor is often an issue, particularly in remote regions with children with low incidence handicaps living long distances apart. Staff travel for itinerant services or transporting children to a central classroom site is generally more expensive then in an urban area.

The unit prices developed have associated an average travel cost with some services (e.g., direct/indirect, home instruction, work experience). For visually impaired, this is $450 per unit/teacher for direct/indirect and home instruction. As an example, eastern Oregon's 45 students in these categories would approximate four units or a total of $1,800. This can be compared to eastern Oregon's submitted budget for 1981-82 where staff travel makes up $15,000 of a total $100,000 budget.

Options are similar to those for salaries:

A. Use average travel costs only in the funding formula.

B. Allow for above average travel costs for small areas, based on sparsity criteria.

C. Develop a cost-of-education index for regions of the State to include other factors, as well as travel distances.

D. Hold harmless districts with above average travel costs, moving the State payment down gradually to the average by not allowing the annual inflation factor.

Restrictive Placements. Another issue is whether the State, by paying a higher amount for special classes which cost more, provides incentive for more restrictive placements. The formula itself is neutral on this. Provisions for monitoring placements and Department of Education entry/exit criteria for regional programs as proposed by the Task Force should be used to prevent abuse of the formula.

Significant deviation from the normal placement distribution (e.g., nearly 100 percent itinerant services for visually impaired) would be spotted easily and would have to be justified to the Department. Also, data collected Fall 1981 for computer simulations provide a distribution for each program that serves as a yardstick.

A restrictive alternative is possible that would pay amounts on the basis of a specified overall distribution, regardless of the actual in a regional program. This approach could produce inequities, since some areas have been a mecca with parents of severely handicapped children moving where the services are. Table 10 shows how each existing regional program for hearing impaired varies from the average distribution. The restrictive approach also would make it difficult to determine a fair funding for related services, since variation is even greater.

However, the funding formula could be adjusted to the restrictive approach if abuses were determined. An advantage would be that reporting of estimated numbers by placement and related services would not be needed for each year in the future.

Local Contribution. As described earlier in this report, local districts contribute to regional programs currently in three possible ways: (1) through the County School Fund; (2) for transportation costs; and (3) for services in general in regional programs that have not received sufficient State and federal funds for services desired in the region. Southern Oregon Regional for Visually Impaired estimates that 24 percent of the 1979-81 budget came from local contributions. The eastern Oregon vision program also receives substantial local support, among others.

Alternatives to the County School Fund should be explored. According to the Department of Education Task Force report, "The Task Force believes that local districts must share in the cost of educating regional students and that this cost should be visible to the local district so that local responsibility for resident students is emphasized. The Task Force recommends that an adjustment to the current system be made." (p. 14, May 10, 1982)

Other points of the Task Force report: "Extremely small rural districts and counties which operate under the rural school billing system must be provided equalization in whatever funding option is used." Secondly, "Any system of billing local districts should be processed by the ODE or possibly by ESDs." (p. 14, May 10, 1982)

Table 10

REGIONAL PROGRAMS FOR HEARING IMPAIRED

DISTRIBUTION OF INSTRUCTIONAL PLACEMENTS

1981-82

Placement	Portland #	Portland %	Eugene #	Eugene %	Mid-Oregon #	Mid-Oregon %	Southern Oregon #	Southern Oregon %	Umatilla East. Ore. #	Umatilla East. Ore. %	Malheur #	Malheur %	TOTAL #	TOTAL Avg %
Speech/Language (Itinerant Only)	--	--	--	--	--	--	--	--	4	12%	--	--	4	--
Direct/Indirect	153	40%	59	65%	241	98%	96	60%	19	56	13	93%	581	62.7%
Aide w/ Reg Class	4	1	--	--	--	--	5	3	2	6	--	--	11	1.2
Resource Room-- Teacher Only	37	10	20	22	--	--	--	--	--	--	--	--	57	6.1
Resource Room-- Teacher + Aide	52	14	--	--	--	--	53	33	--	--	--	--	105	11.3
Resource Room- Teacher + 2.5 Aide	--	--	--	--	--	--	--	--	2	6	--	--	2	--
Special Class-- Teacher Only	11	3	4	4	4	2	--	--	--	--	--	--	19	2.0
Special Class-- Teacher + Aide	84	22	8	9	--	--	2	1	5	15	--	--	99	10.7
Special Class-- Teacher + 2 Aide	30	8	--	--	--	--	--	--	--	--	1	7	31	3.3
Work Experience	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Vocational Self-Contained	12	3	--	--	--	--	--	--	--	--	--	--	12	1.3
Home Instruction	--	--	--	--	--	--	4	3	2	6	--	--	6	.6
TOTALS	383		91		245		160		34		14		927	99.2%

Source: Data collected Fall 1981 for computer simulations.
OECC 2/22/82

Any direct billing should be made on the same basis as the County School Fund: If the student is half-time or more receiving regional services (e.g., resource room or special class), the home district pays the county-wide average for the regular student.

Under a direct option, the County School Fund dollars would not flow into the State General Fund. It should be noted that funds are not collected for blind children since the placement is primarily in the regular district classroom with less than half-time itinerant services from the regional program. In the past, the regionals that do not receive State General Fund have not been billed through the County School Fund. Because of these anomalies, if the Legislature considers deducting an equivalent amount of State General Fund should the County School Fund be dropped, how this is applied and to which regional programs should be considered carefully.

Federal Funds. The appropriation from the Legislature to the Department of Education for regional programs includes State General Funds and several kinds of federal funds (Title I 89-313, P.L. 94-142, Title VI-C Deaf/Blind). The Title I and Deaf/Blind funds must be spent for the children that generated the federal funds. P.L. 94-142 funds in the regional programs are more flexible as they are derived from the State's discretionary 25 percent share of these funds.

The federal funding picture is uncertain. It is likely that further budget cuts will occur. The Reagan Administration is again proposing a block grant that would merge funds for handicapped children, but with reduced amounts.

In concept, the proposed formula defines what the State considers a standard, adequate program that it will participate in funding. In the event federal funds decrease and State funds are limited, the Legislature may desire to establish a policy on a share of the formula amounts that it would expect to pay in future years. A companion policy might establish State and local responsibility for replacing lost federal funds.

Table 11 displays current shares of State General Fund and federal funds in the regional programs for blind, deaf, and physically handicapped. Because federal funds are projected to drop in 1982-83, the General Fund share increases for Blind from 47.6 to 51.5 percent, for an approximate 50 percent biennial share. For Deaf, the General Fund moves from a 75.6 to 78.4 percent share, with 77 percent biennial averages. Physically Handicapped went from 81.7 to 84 percent General Fund, with 82.9 the biennial average. For all three handicaps, General Fund moves from 70.8 to 74 percent, with 72.4 the biennial average.

One option is to establish a policy that the State will pay at least a given State share of the approved formula amounts. This could be over all regionals or by category (blind, deaf, etc.). An alternative would be to establish State shares for specific instructional placements and other services (e.g., 100 percent for itinerant, 70 percent for special class, etc.).

Table 11

FEDERAL FUNDS IN REGIONAL PROGRAMS

Blind	1981-82 Approp	%	1982-83 Approp	%	1981-83 Approp	%
General Fund	$ 634,140	47.6%	$ 686,986	51.5%	$1,321,126	49.6%
Federal Fund	697,860	52.4	645,728	48.5	1,343,588	50.4
Total	$1,332,000	100.0	$1,332,714	100.0	$2,664,714	100.0
Deaf						
General Fund	$2,880,776	75.6	$3,120,840	78.4	$6,001,616	77.0
Federal Fund	931,001	24.4	861,454	21.6	1,792,455	23.0
Total	$3,811,777	100.0	$3,982,294	100.0	$7,794,071	100.0
Physically Handicapped						
General Fund	$ 970,464	81.7	$1,051,335	84.0	$2,021,799	82.9
Federal Fund	216,991	18.3	200,782	16.0	417,773	17.1
Total	$1,187,455	100.0	$1,252,117	100.0	$2,439,572	100.0
Total All Three						
General Fund	$4,485,380	70.8	$4,859,161	74.0	$9,344,541	72.4
Federal Fund	1,845,852	29.2	1,707,964	26.0	3,553,816	27.6
Total	$6,331,232	100.0%	$6,567,125	100.0%	$12,898,357	100.0%

Source: 1981 Legislative Budget Report, HB 5026, Department of Education Grants-in-Aid

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A companion policy would establish what part, if any, of lost federal funds the State will replace. Alternatives could range from all to none, with in-betweens such as a 50/50 split with local districts, or a split in proportion to existing ratios (e.g., 70/30).

Options for State Share Policy.

A. Establish a legislative policy that minimum State share will be an overall percent for all regional programs (e.g., 70 percent).

B. State share will vary by category (blind, deaf, etc.) based on 1981-83 shares (e.g., blind 50 percent, deaf 77 percent, etc.).

C. State share will vary by instructional placements and other services (e.g., 100 percent for itinerant, 70 percent for special class, etc.).

Options for Federal Funds Policy.

A. Establish a legislative policy that State General Funds will be limited to the State Share policy above and will not replace lost federal funds.

B. State funds will pick up half the federal fund loss with local districts expected to pick up the other half to reach formula amounts.

C. State funds will replace lost federal funds in proportion to the State shares established (e.g., 70 percent).

D. State funds will replace all lost federal funds up to formula amounts.

Adaptability of Formula. The proposed formula can work with any form of governance/administrative structure to provide the services. If the regional programs continue to be operated by a local district or education service district under contract from the Department of Education, the formula can be used in establishing the appropriations for those grants/contracts.

If the governance is shifted to full local district responsibility for providing services to low incidence handicapped children, the formula would be used to determine the State amounts to be distributed to local districts. The per student amounts thus are similar to the approved per pupil amount established by the 1979 Legislature for determining the State appropriation for Basic School Support.

VI. Recommendations and Rationale

1. Use and Adaptability of Formula. That the Commission concur with the Department of Education Task Force proposal on administrative structure to continue regional programs under contract with the Department, but recommends that the funding formula be used in 1983-85 even if the Legislature chooses a full local district responsibility model or some other governance/administrative structure for regional programs. If the Department contracts, overhead charges would continue to be negotiated with districts (from none to 8 percent) for physical facilities, maintenance, and other such costs.

2. Per Student Basis, With Sparsity Factor. That funding be based on per student amounts developed from standard unit costs and student/staff ratios for instructional placements and related services. An exception would be a sparsity factor for small numbers of children in a region that would fund the first half or whole unit of a primary placement.

3. Extra Travel Allowance. Provide for extra travel in the regional funding based on travel cost experience above the formula amount by program. Review above average salaries and consider an adjustment for the second year of the biennium.

4. Hold Harmless. Issues of above average salaries, enhanced student/teacher ratios, and additional support personnel be handled with an overall hold harmless provision. In 1983-85, programs that do less well under the formula would have their state support stand still at 1982-83 until the formula surpasses that level. In the future, development of a cost-of-education index is recommended, for possible use in distributing Basic School Support as well as special education funds.

5. Restrictive Placements. That funding be based on actual placements reported by programs rather than a uniform distribution established statewide, with this provision to be monitored by the Department of Education. Justifications for significant deviations from existing patterns should be approved by the Department.

6. Placement Check. That the Department, prior to the 1983-85 budget submission, conduct spot checks on site of IEPs (Individualized Education Plans) of children to be included in regional programs to assess appropriateness of placements, particularly whether orthopedically impaired children have a severity of handicap requiring regional services. The entry-exit criteria to regional programs to be established by the Department should be the basis for placement decisions.

7. Child Count. That the Department of Education verify the count of children served in 1981-82 in regional programs and revise 1983-85 projections accordingly for the basis of the formula funding request.

8. Excluded Services. That in the State-defined regional program, certain services will not be eligible for State support. However, a regional provider may contract with a local district to offer them with local funds.

9. Administration. That the portions of administrative unit costs be allocated among the three categories (vision, hearing, orthopedically impaired) whether or not the Department of Education implements the single region proposal of its task force.

10. Flexibility. A regional program should have flexibility in use of the funds generated by the formula, as long as an appropriate program based on State guidelines is maintained. For example, if not all of administrative/supervision payments are expended for this purpose, the funds may be used to enhance instruction.

11. Standards Update. The standard student/teacher ratios, resources, and prices on which funding is based should be reviewed on a biennial basis by the Department of Education.

Rationale

The base of state-approved funding levels will provide greater equity in support for services to children with similar handicapping conditions regardless of geographic location. The proposed formula will define the relative shares of state and local financial responsibility for costs and the equitable allocation of future costs. Definition of state payments by instructional placement and related services provided will clarify the State's commitment and establish limits on the state funding liability.

A checklist against the criteria specified in HB 5026 shows that the proposed formula, in conjunction with related administrative procedures and legislative policy, will meet them all.

(a) Assume equity of state financial support for children with comparable special education needs;	(a) Funding formula provides equity.
(b) Define the relative shares of local and state financial responsibility for costs of special education, including available federal funds, and the equitable allocation of future costs;	(b) Legislative policy will define shares from formula amounts and will determine equitable allocation of future costs.
(c) Provide effective local participation in budgetary decisions regarding regional services;	(c) Local participation through local advisory committees (Task Force proposal).
(d) Maintain program quality, including but not limited to services provided by education service districts or other local service providers.	(d) Program quality maintained by means of standards set by the State.
(e) Discourage over-classification of children either by handicap or service requirements; and	(e) Over-classification to be monitored and justified with option of going to uniform placement pattern for formula if there are abuses.
(f) Encourage local placement where appropriate.	(f) Local placement to be encouraged where appropriate in Department entry-exit requirements for regionals.

Summary

As shown in Table 12 and discussed earlier in the analysis of Tables 9A, 9B, and 9C, the proposed formula is responsive to the number of students in particular placements and an inflation factor is included in the per student amounts.

Two cautions about the comparisons for 1982-83 are that a 7 percent inflation factor was included and that the projections of students by regional program were accepted for the computer simulations. The recommendations for the Department of Education to verify the child count and projections for 1983-85 and to spot check placements are significant in light of the increase in students estimated by the regional providers:

Numbers of Students Estimated

	1981-82	1982-83	% Increase
Vision			
5 Programs	384	435	13.3%
Mid-Oregon	48	87	81.3
Total	432	522	20.8
Hearing			
5 Programs	678	729	7.5
Mid-Oregon	245	247	.8
Total	923	976	5.7
Phys. Handicapped			
2 Programs	152	192	26.3
3 Additional	137	152	10.9
Total	289	344	19.0%

Another influence on the comparisons is the legislative appropriation levels for each of the years. When 1982-83 appropriation increases do not reflect inflation nor student increases, the comparisons to formula are increased.

From data in Table 12, it can be seen that the appropriations between the years increased much less than the Governor's budget request on the formula amounts:

Funding Increases Between 1981-82 and 1982-83

	Budget	Approp.	Formula
Vision	8.5%	.05%	20.4%
Hearing	8.8	4.50	15.7
Phys. Handicapped	8.4	5.40	29.8

(These comparisons, as with Table 12 data, exclude Mid-Oregon and the three additional physically handicapped programs.)

As can be surmised from Table 12, the formula components are not generous--in 1981-82, 5.1 percent fewer dollars would have been distributed under the formula to the three categories, compared to the appropriation. For 1982-83, 9.5 percent more dollars would be generated than the 1982-83 appropriation. Compared to the budgets, however, the formula is closer--4.9 percent more dollars in 1982-83.

Table 13 shows how the sparsity factor (Recommendation 2) would be applied in 1982-83 for some $37,500 additional. Table 14 illustrates extra travel allowance in southern and eastern Oregon programs, for a total less than $40,000. In Table 15, then, hold harmless is required for only one program in the 1982-83 illustration--southern Oregon hearing impaired. Table 16 draws comparisons to appropriations after the adjustments to the formula are included.

Among the regional programs, the formula, with adjustments, would change the distribution as follows if applied in 1982-83:

- Vision -- All programs gain.
- Hearing -- The two eastern programs gain; Portland loses 3.7 percent since it does not become eligible for hold harmless; Eugene loses 3.9 percent with adjustments, rather than 5.5 percent; Southern Oregon loses 2.5 percent with the hold harmless, rather than 9.8 percent.
- Physically Handicapped -- Both Portland and Eugene gain.

The primary significance of the formula is that it provides benchmarks for determining greater equity in support for services to children with similar handicapping conditions regardless of geographic location. It is acknowledged that equity in funding levels does not necessarily assure equity in services, depending on a variety of geographical differences; however, equity in funding is a step forward.

If the State determines it cannot fully fund formula amounts with State and federal funds, the formula still establishes the base for determining a State share, rather than continuing an open-ended approach. A local contribution also is required by exclusion of certain services in the formula and through the County School Fund or an alternative method.

Whether the governance/administration is continued as State contracts to regional providers or is changed, the formula still provides the base for determining an amount for which the State will pay a share.

Table 12 (Revised)

REGIONAL PROGRAM COMPARISONS

1981-82

	(1) Budget[a]	(2) Approp[b]	(3) Formula[c]	% Change Col (3) to (2)	% Change Col (3) to (1)
Vision	$1,304,533	$1,332,000	$1,281,340[d]	(3.8)%	(1.8)%
Hearing	3,796,940	3,811,777	3,372,659	(11.5)	(11.2)
Phys Handicap	1,209,496	1,187,455	1,346,831	13.4	11.4
TOTAL	$6,310,969	$6,321,232	$6,000,830	(5.1)%	(4.9)%

1982-83

	(1) Budget[a]	(2) Approp[b]	(3) Formula[c]	% Change Col (3) to (2)	% Change Col (3) to (1)
Vision	$1,415,290	$1,332,714	$1,543,362[e]	15.8%	9.0%
Hearing	4,131,630	3,982,294	3,902,570	(2.0)	(5.5)
Phys Handicap	1,310,580	1,252,117	1,747,979	39.6	33.4
TOTAL	$6,857,500	$6,567,125	$7,193,911	9.5%	4.9%

[a]As presented in Department of Education reports April 1981 to the Legislature.

[b]From the 1981 Legislature's appropriation report.

[c]Formula totals do not include Mid-Oregon region nor any hold harmless or other adjustment amounts.

[d]Includes $92,158 for statewide Library-Media Services in Portland program.

[e]Includes $100,452 for statewide Library-Media Services in Portland program.

Source: Department of Education reports April 1981; 1981 Legislature appropriation report; data collected for computer simulations.

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Table 13

APPLICATION OF SPARSITY FACTOR[a]
1982-83

Program	Placements Less Than Ratio	No. of Students	Cost Per Student	Formula Costs	Unit Ratio	Unit Costs	Sparsity Addition
Visually Impaired							
Portland	Resource Room	6	$4,244	$25,464	7	$29,705	$ 4,241
Hearing Impaired							
Eugene	Spec Class--Teach	5	4,244	21,220	7	29,705	8,485
E. Ore.	Res Rm--Teach & Aide	3	4,843	14,529	8	19,372(.5)	4,843
	Spec Class--Teach & Aide	5	6,457	32,285	6	38,745	6,460
							11,303
Subtotal--Hearing							$19,788
Physically Handicapped							
Eugene	Direct/Indirect	8	1,480	11,840	22	15,984(.5)	4,144
	Aide w/Reg Class	2	3,069	6,138	3	9,039	2,901
	Spec Class--Teach & Aide	5	6,457	32,285	6	38,745	6,460
Subtotal--Physically Handicapped							13,505
TOTAL ALL PROGRAMS							$37,534

[a]If number of students is half of unit ratio or below, a half unit funding is provided for the first unit in a primary placement. If above half, a whole unit is provided for the first unit. Over a whole unit, the per student amount is applied. Since itinerant teachers are used for both home instruction and direct/indirect, these are counted as a total.

Source: Data for computer simulations.
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Table 14

ILLUSTRATIONS OF EXTRA TRAVEL ALLOWANCE[a]

Program	Primary Placement w/Travel	No. of Students	Units	Formula @ $450	Actual or Est.	Additional
Visually Impaired						
So. Ore.	@ $2,570 per unit[b] Direct/Indirect & Home Instr	81	6.75	$3,038	$17,348	$14,310
Cent Coast	Est. @ $2,000 per unit Direct/Indirect & Home Instr	34	2.83	1,274	5,660	4,386
E. Ore.	(Baker ESD reports actual is $411 per teacher, lower than formula)					-0-
Subtotal--Visually Impaired						18,696
Hearing Impaired						
So. Ore.	@ $2,412 per unit[c] Direct/Indirect & Home Instr	112	8.62	3,879	20,791	16,912
E. Ore.	@ $1,935 per unit[d] Direct/Indirect & Home Instr	20	1.54	693	2,980	2,287
Malheur	Est. @ $2,000 per unit Direct/Indirect	16	1.23	554	2,460	1,906
Subtotal--Hearing Impaired						21,105
TOTAL ALL PROGRAMS						$39,801

[a]Additional amounts are calculated for the allowance above the formula to actual per teacher and aide FTE in a primary placement unit.

[b]Letter from Southern Oregon Vision Program Coordinator March 2, 1982.

[c]Telephone call to Southern Oregon Hearing Program May 13, 1982.

[d]Telephone call to Umatilla ESD May 13, 1982.

Source: Data for computer simulations.
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Table 15

REGIONAL PROGRAMS WITH ADJUSTMENTS
(Formula Figures Plus Sparsity, Travel, and Hold Harmless)
(Illustrative Only--1982-83)

Program	1982-83 Formula	Sparsity	Travel	Subtotal	1981-82 Budget	Hold Harmless[a]	1982-83 Total
Visually Impaired							
Portland	$ 680,083[b]	$ 4,241	--	$ 684,324	$ 643,231[b]	-0-	$ 684,324
Eugene	216,763	--	--	216,763	181,446	-0-	216,763
So. Oregon	288,534	--	$14,310	302,844	231,818	-0-	302,844
Central Coast	97,487	--	4,386	101,873	58,080	-0-	101,873
East. Oregon	160,043	--	--	160,043	97,800	-0-	160,043
Subtotal--Visually Impaired							$1,465,847
Total w/Statewide Library-Media Services							$1,566,299
Hearing Impaired							
Portland	$2,373,070	--	--	$2,373,070	$2,328,221	-0-	$2,373,070
Eugene	493,491	$ 8,485	--	501,976	498,563	-0-	501,976
So. Oregon	780,269	--	$16,912	797,181	844,016	$46,835	844,016
East. Oregon	193,252	11,303	2,287	206,842	81,837	-0-	206,842
Malheur	62,488	--	1,906	64,394	44,303	-0-	64,394
Total--Hearing Impaired							$3,990,298
Physically Handicapped							
Portland	$1,292,746	--	--	$1,292,746	$ 938,133	-0-	$1,292,746
Eugene	455,233	$13,505	--	468,738	271,363	-0-	468,738
Total--Physically Handicapped							$1,761,484

[a]Hold harmless for 1982-83 is the difference between the 1981-82 budget and the formula amount for 1982-83.

[b]Does not include statewide Library-Media Services.

Source: Data for computer simulations
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Table 16

COMPARISONS TO APPROPRIATIONS--1982-83
(Table 9A, B, C with Adjustments Included)

Program	Approp	Formula	Percent Change	With Adjust	Percent Change
Visually Impaired					
Portland	$ 750,202[a]	$ 680,083	4.7%	$ 684,324	5.3%
Eugene	189,501	216,763	14.4	216,763	14.4
So. Oregon	236,481	288,534	22.0	302,844	28.1
Central Coast	59,240	97,487	64.6	101,873	72.0
East. Oregon	97,290	160,043	64.5	160,043	64.5
Statewide Lib./ Media Services		100,452		100,452	
Subtotal	$1,332,714	$1,534,362	15.1%	$1,566,299	17.5%
Hearing Impaired					
Portland	$2,464,820	$2,373,070	(3.7%)	$2,373,070	(3.7%)
Eugene	522,290	493,491	(5.5)	501,976	(3.9)
So. Oregon	865,180	780,269	(9.8)	844,016	(2.5)
East. Oregon	87,302	193,252	121.4	206,842	136.9
Malheur	42,702	62,488	46.3	64,394	50.8
Subtotal	$3,982,294	$3,902,570	(2.0%)	$3,990,298	.2%
Physically Handicapped					
Portland	$ 970,974	$1,292,746	33.1%	$1,292,746	33.1%
Eugene	281,143	455,233	61.9	468,738	66.7
Subtotal	$1,252,117	$1,747,979	39.6%	$1,761,484	40.7%
TOTAL ALL	$6,567,125	$7,184,911	9.4%	$7,318,081	11.4%
Additional Programs					
Mid-Ore. Vision		$ 283,935			
Mid-Ore. Hearing		953,470			
Physically Handicapped					
Marion ESD		130,754			
Douglas ESD		592,642			
Umatilla ESD		319,289			
Subtotal		$2,280,090			

[a]Includes statewide library-media services of $100,452 which is deducted in comparisons.

Source: Data for computer simulations
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APPENDIX

AUTISTIC

Table A

AUTISTIC
SPECIFICATIONS FOR PROPOSED FORMULA
(1981-82 Costs)

Instructional Placements	Resources	Price	Total Unit	S/T Ratio	Cost Per Student
1. Speech & Lang. Svcs.	Clinician	$16,800			
	Benefits (32%)	5,380			
	Travel	200			
	Supplies/Materials	300			
	Equipment	40			
			$22,720	18/1	$1,262
2. Special Class-- Teacher + 2 Aides	Teacher	$20,350			
	2 Aides (ea $6,400)	12,800			
	Benefits (32%)	10,608			
	Travel	250			
	Supplies/Materials	450			
	Equipment	200			
			$44,658	6/1	$7,443
3. Work Experience (Inschool, community)	Coordinator	$17,266			
	Benefits (32%)	5,525			
	Travel	350			
	Supplies/Materials	100			
			$23,241	20/1	$1,162
4. Vocational Self-Contained	Teacher	$17,026			
	Aide	6,400			
	Benefits (32%)	7,496			
	Substitute Cost	250			
	Supplies/Materials	350			
	Equipment	150			
			$31,672	12/1	$2,639
Related Services					
Physical/Occupational Therapy	Therapist	$15,480			
	Aide (.5 @ $6,400)	3,200			
	Benefits (32%)	5,980			
	Travel	600			
	Supplies/Materials	100			
	Equipment	200			
			$25,560	15/1	$1,704
Audiology	Avg Per Student	$ 150	--	--	$ 150
Examination & Eval.	Avg Per Student	125	--	--	125

Source: Subcommittee expert judgment for computer simulations, salary averages based on 1981-82 survey by OSBA/COSA.

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Table B

AUTISTIC

APPLICATION OF PROPOSED FORMULA TO INSTRUCTIONAL PLACEMENTS

Program	Instructional Placement	1981-82 Cost Per Student[b]	1981-82 No. of Students	1981-82 Costs	1982-83[a] Cost Per Student	1982-83[a] No. of Students	1982-83[a] Costs
Portland	Special Class--Teacher + 2 Aides	$7,443	20	$148,860	$7,964	23	$183,172
	Voc'l Self Cont.	2,639	4	10,556	2,824	5	14,120
	Unduplicated		24			28	
	Add'l--Speech & Lang.	1,262	5	6,310	1,350	7	9,450
	--Work Experience	1,162	4	4,648	1,243	5	6,215
	Total IP			170,374			212,957
Clackamas	Special Class--Teacher + 2 Aides	$7,443	9	66,967	$7,964	10	79,640
	Unduplicated		9			10	
	Add'l--Speech & Lang.	1,262	9	11,358	1,350	10	13,500
	Total IP			78,345			93,140
Douglas	Special Class--Teacher + 2 Aides	$7,443	8	59,544	$7,964	8	63,712
	Total IP			59,544			63,712
	SUBTOTAL-EXISTING		41	308,263		46	369,809
Marion	Special Class--Teacher + 2 Aides	$7,443	7	52,101	$7,964	8	63,712
	Unduplicated		7			8	
	Add'l--Speech & Lang.	1,262	7	8,834	1,350	8	10,800
	Total IP			60,935			74,512
Umatilla	Special Class--Teacher + 2 Aides	$7,443	4	29,772	$7,964	5	39,820
	Unduplicated		4			5	
	Add'l--Speech & Lang.	1,262	4	5,048	1,350	5	6,750
	Total IP			$ 34,820			$ 46,570
	SUBTOTAL-IDENTIFIED NEW		11	$ 95,755		13	$121,082
	TOTAL ALL		52	$404,018		59	$490,891

[a]The per student amounts are inflated by 7 percent above the previous year.
[b]As shown in Table A.

Source: Data collected Fall 1981 for computer simulations.
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Table C

AUTISTIC

APPLICATION OF PROPOSED FORMULA TO RELATED SERVICES

Program	Related Services	1981-82 Cost Per Student[b]	1981-82 No. of Students	1981-82 Costs	1982-83[a] Cost Per Student	1982-83[a] No. of Students	1982-83[a] Costs
Portland	Audiology	$ 150	7	$ 1,050	$ 161	7	$ 1,127
	Exam. & Evaluation	125	10	1,250	134	10	1,340
	Total Related Serv			2,300			2,467
Clackamas	PT/OT	1,704	2	3,408	1,823	3	5,469
Douglas	PT/OT	1,704	-	-	1,823	4	7,292
	Exam. & Evaluation	125	8	1,000	134	8	1,072
	Total Related Serv			1,000			8,364
	SUBTOTAL-EXISTING			6,708			16,300
Marion	Exam. & Evaluation	125	3	375	134	4	536
Umatilla	PT/OT	1,704	4	6,816	1,823	5	9,115
	Exam. & Evaluation	125	4	500	134	5	670
	Total Related Serv			$ 7,316			$ 9,785
	SUBTOTAL-IDENTIFIED NEW			$ 7,691			$10,321
	TOTAL ALL			$14,399			$26,621

[a]The per student amounts are inflated by 7 percent above the previous year.

[b]As shown in Table A.

Source: Data collected Fall 1981 for computer simulations.
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Table D

AUTISTIC
SUPERVISION AND SUPPORT SERVICES[a]

Program	1981-82 Prof. Staff FTE[b]	1981-82 % Supr. Unit[c]	1981-82 Supr. Costs	1982-83[d] Prof. Staff FTE	1982-83[d] % Supr. Unit	1982-83[d] Supr. Costs
Portland	5.53	.24	$10,003	5.86	.25	$11,671
Clackamas	1.88	.08	3,334	2.17	.09	3,751
Douglas	1.37	.06	2,500	1.44	.06	2,500
Subtotal-Existing			15,837			17,922
Marion	1.17	.05	2,084	1.47	.06	2,500
Umatilla	.85	.04	1,667	1.08	.05	2,084
Subtotal-Identified New			3,751			4,584
TOTAL ALL			$19,588			$22,506

[a]For 1981-82 resources/prices, includes 1.0 supervisor @ $23,490; .50 clerical @ $6,268; benefits (32%), $9,523; extended contracts, $1,700; supplies/materials, $200; travel, $500, for a total unit of $41,681.

[b]From computer simulation data.

[c]Portion of unit is based on 1.0 for 23 professional staff.

[d]Unit costs are inflated by 7 percent for a total of $44,599.

Source: Data collected Fall 1981 for computer simulations.
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Table E

AUTISTIC
SUMMARIES OF BUDGET UNDER PROPOSED FORMULA
(Derived from Tables B, C and D)

	Program	1981-82	1982-83
Portland	Instruction	$170,374	$212,957
	Related Services	2,300	2,467
	Supervision	10,003	11,671
	Total	182,677	227,095
Clackamas	Instruction	78,345	93,140
	Related Services	3,408	5,469
	Supervision	3,334	3,751
	Total	85,087	102,360
Douglas	Instruction	59,544	63,712
	Related Services	1,000	8,364
	Supervision	2,500	2,500
	Total	63,044	74,576
	SUBTOTAL-EXISTING	330,808	404,031
Marion	Instruction	60,935	74,512
	Related Services	375	536
	Supervision	2,084	2,500
	Total	63,394	77,548
Umatilla	Instruction	34,820	46,570
	Related Services	7,316	9,785
	Supervision	1,667	2,084
	Total	43,803	58,439
	SUBTOTAL-IDENTIFIED NEW	107,197	135,987
	TOTAL ALL	$438,005	$540,018

Source: Based on subcommittee expert judgments for computer simulation.
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Table F

AUTISTIC
COMPARISONS FOR ANALYTICAL PURPOSES

1981-82

Program	Budget[a]	Approp[b]	Under Proposed Formula	Difference	Percent Change
Portland	$149,229	$143,515	$182,677	$ 39,162	27.3%
Clackamas	76,879	73,936	85,087	11,151	15.1
Douglas	55,634	53,504	63,044	9,540	17.8
Subtotal Existing	$281,742	$270,955	$330,808	$ 59,853	22.1%
Marion			63,394		
Umatilla			43,803		
Subtotal Identified New			$107,197		

1982-83

Portland	$161,664	$153,720	$227,095	$ 73,375	47.7%
Clackamas	86,760	82,497	102,360	19,863	24.1
Douglas	63,934	60,792	74,576	13,784	22.7
Subtotal Existing	$312,358	$297,009	$404,031	$107,022	36.0%
Marion			77,548		
Umatilla			58,439		
Subtotal Identified New			$135,987		

[a]Amounts presented by Department of Education to the legislative Ways and Means Committee in reports April 1981.

[b]Amounts ratably reduced 3.8% in 1981-82 and ratably reduced 4.9% in 1982-83 to total the federal funds appropriated by the 1981 Legislature.

Source: Department of Education reports April 1981 and 1981 Legislature appropriation report.

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